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## CHAIRMAN OF THE JOINT CHIEFS OF STAFF INSTRUCTION

J-7

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CJCSI 1800.01

1 March 1996

### OFFICER PROFESSIONAL MILITARY EDUCATION POLICY

References: See Enclosure E (References)

1. Purpose. This instruction promulgates the policies, procedures, objectives, and responsibilities for officer professional military education (PME).
2. Cancellation. CM-1618-93, 23 March 1993, "Military Education Policy," is canceled.
3. Applicability. This instruction applies to the Joint Staff, the National Defense University (NDU), and the Services. It is distributed to other agencies for information only.
4. Chairman's Vision. The US military of the future must be an effective, joint organization based on dominant battlespace knowledge if we are to remain the preeminent force our nation expects. Joint Professional Military Education (JPME) will play an extremely important role in building the type of Armed Forces outlined in a concept under development, Joint Vision 2010 (JV 2010).
  - a. JV 2010 has two major components. Its technological foundation is a "system of systems"; that is, the integration of weapons and systems from all the Services to give the United States a decisive edge in battlespace. This advantage comes from an awareness that can be communicated quickly and securely to joint warfighting forces in the field. Armed with this knowledge, these same forces can respond with speed, precision, accuracy, and absolute effectiveness.
  - b. The other major component of JV 2010 is the skilled, capable men and women leveraging future technologies. These

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warfighters require an understanding of the capabilities inherent in this system of systems. Fostering this understanding must be one of the central goals of PME programs.

c. Underpinning this future joint force must also be an acquisition system oriented to buying only the most efficient joint systems. The Joint Requirements Oversight Council (JROC) and the Joint Warfighting Capabilities Assessment (JWCA) process are key in this effort. In JPME curricula, the JROC/JWCA process must be seen as significant to the Planning, Programming, and Budgeting System.

d. The JPME system must be an important and active part of inculcating the "jointness" envisioned in JV 2010. No instruction can truly capture the spirit of this endeavor. That responsibility rests with everyone responsible for educating the officers who will lead the Armed Forces of JV 2010.

## 5. Policy

a. The complex strategic security environment requires a broad, multi-Service education for US military leadership. A series of commissions, panels, and studies, culminating with the landmark Goldwater-Nichols Department of Defense Reorganization Act of 1986 (GNA), called for strengthening the education of the officer corps. A thorough description of those events is contained in Enclosure A.

b. The Chairman of the Joint Chiefs of Staff, as defined by law, is responsible for the following tasks related to military education:

(1) "Formulating policies for coordinating the military education and training of members of the armed forces" (subparagraph (a) (5) (C), reference a).

(2) Advising and assisting the Secretary of Defense by periodically reviewing and revising the curriculum of NDU to enhance the education and training of officers in joint matters (paragraph (b), reference b).

c. This document further defines CJCS responsibilities by establishing CJCS cognizance over the following actions related to joint education:

(1) Approving procedures to ensure quality education is received from the JPME system.

(2) Approving the charter and mission of NDU and its components.

(3) Approving nominees for CJCS chairs at any institution.

d. This instruction outlines the policies and procedures necessary to fulfill CJCS PME responsibilities. Enclosure B addresses specific PME policies, assigns responsibilities for policy implementation, and outlines the PME review process. Enclosure C outlines learning areas and objectives that define JPME. Enclosure D specifies the procedural aspects of the JPME policy. Enclosure E is a list of references pertaining to JPME.

6. Summary of Changes. In this directive policy is updated; the PME framework, joint learning areas and objectives, and selected definitions have been revised; and redundancies found in previous educational policy are minimized. The following outlines specific MAJOR changes:

a. The officer PME framework identifies joint education as a career-long effort (Appendix B, Enclosure A).

b. US officers graduating from civilian fellowships after completion of academic year 1999 will be required to graduate from a CJCS-accredited Program for Joint Education (PJE) curriculum to meet Joint Specialty Officer (JSO) educational requirements (Enclosure B).

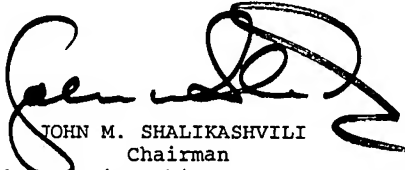
c. Joint learning areas are established for the precommissioning, primary, and general/flag officer (G/FO) PME levels. Intermediate-level college (ILC) achievement requirements are raised. Senior-level college (SLC) learning areas are standardized while learning objectives are tailored to institutional missions (Enclosure C).

d. More emphasis is put on the use of joint doctrine, multinational warfighting, and systems integration (Enclosure C).

7. Effective Date. This policy is effective upon receipt.

8. Revisions. Submit recommended changes to this policy to the Joint Staff, J-7, Military Education Division, Washington, D.C. 20318-7000.

9. Information Requirements. Reports required by this policy are exempt from normal reporting procedures in accordance with reference c.



JOHN M. SHALIKASHVILI  
Chairman  
of the Joint Chiefs of Staff

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Commandant, Army Command and General Staff College.....	5
President, Naval War College.....	5
Superintendent, Naval Postgraduate School.....	5
President, Marine Corps University.....	5
Director, Marine Corps Command and Staff College.....	5
Director, Marine Corps War College.....	5
President, National Defense University.....	5
Commandant, Industrial College of the Armed Forces.....	5
Commandant, National War College.....	5
Commandant, Armed Forces Staff College.....	5

# LIST OF EFFECTIVE PAGES

The following is a list of effective pages for CJCSI 1800.01. Use this list to verify the currency and completeness of the document. An "O" indicates a page in the original document.

PAGE	CHANGE	PAGE	CHANGE
1 thru 4	O	C-C-1 thru C-C-4	O
i thru vi	O	C-D-1 thru C-D-4	O
A-1 thru A-2	O	C-E-1 thru C-E-4	O
A-A-1 thru A-A-2	O	C-F-1 thru C-F-2	O
A-B-1 thru A-B-8	O	C-G-1 thru C-G-2	O
B-1 thru B-6	O	D-1 thru D-2	O
B-A-1 thru B-A-8	O	D-A-1 thru D-A-2	O
B-B-1 thru B-B-4	O	D-B-1 thru D-B-4	O
B-C-1 thru B-C-6	O	D-C-1 thru D-C-4	O
C-1 thru C-2	O	E-1 thru E-2	O
C-A-1 thru C-A-2	O	GL-I-1 thru GL-I-2	O
C-B-1 thru C-B-4	O	GL-II-1 thru GL-II-6	O

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ENCLOSURE A

OFFICER PROFESSIONAL MILITARY EDUCATION POLICY

1. Overview. The Officer Professional Military Education Policy (OPMEP) defines CJCS objectives and policies regarding the schools, colleges, and other educational institutions making up the PME system. It also identifies the fundamental responsibilities of the major military educational participants in achieving those goals. The intent of the PME process is to raise the level of proficiency among the Armed Forces officer corps, and support the educational requirements of the Chairman of the Joint Chiefs of Staff, the Services, the combatant commanders, and the other DOD agencies.

2. Scope. The primary emphasis of this document is on the intermediate- and senior-levels of PME. However, many different elements make up PME. The educational system must integrate all elements to produce a properly educated, professional military force.

3. General

a. All officers should make a continuing, strong personal commitment to their professional development beyond the institutional processes inherent in our military educational system. Officers share responsibility for ensuring continued growth of themselves and others.

b. The Services and NDU provide PME to uniformed members of the US Armed Forces, international officers, eligible Federal Government civilians, and other approved students. Nonresident courses should parallel corresponding resident courses with adjustments made for different teaching environments, methodologies, and available time.

c. Each Service operates its officer military educational system primarily to develop officers with expertise and knowledge appropriate to their grade, branch, and warfare specialty.

d. NDU institutions enhance the education of selected officers and civilian officials in national security policy and strategy, national resource management, information resources management, information warfare, and joint and multinational campaign planning and warfighting.

e. Close cooperation between the educational and training communities is required to focus training and educational objectives on common goals, reduce redundancy, and develop

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the best possible leadership for the US Armed Forces. One of the links between the educational and the training communities is the Universal Joint Task List (UJTL), a listing of functions or tasks that might have to be performed by a joint force. PME graduates should understand the concept and intent of the UJTL and curricula development should take account of the functional area direction it provides (reference d).

APPENDIX A TO ENCLOSURE A

BACKGROUND

History. Numerous reviews over the last 50 years provide a recent history of military education.

- a. Prior to the close of World War II, there was great interest at the highest levels of the government in the shape and direction of the Armed Forces in the post-war era. Accordingly, the Joint Chiefs of Staff (JCS) chartered the Richardson Committee (1945) to examine the entire organizational structure of the military and recommend improvements based on the experiences of the war. The committee proposed establishing the Department of Defense from the War Department and Department of the Navy and strongly advocated establishing a system for joint education and training.
- b. Subsequent Service studies emphasized the need for officers to possess a broader understanding of developments outside traditional Armed Forces missions. These studies echoed the recommendation for establishment of joint national security schools. Recommendations of the Baxter Board (1955) and the National War College Ad Hoc Committee (1956) led to revision of the JCS General Plan for Coordinating the Education of the Members of the Armed Forces.
- c. The status of the military educational network remained virtually unchanged from the mid-1950s until 1975. That year, the Deputy Secretary of Defense, William Clements, chaired the DOD Committee on Excellence in Education. The committee recommended many changes to the existing structure including establishing the National Defense University (NDU) at Fort McNair, Washington, D.C.
- d. In 1982, the Chairman of the Joint Chiefs of Staff, General David C. Jones, chartered an internal study to identify ways of improving the organizational and operational processes of the JCS system. A major finding of this effort was that officers assigned to joint duty needed better education, more joint experience, and improved incentives. In 1984, the JCS issued the Joint Professional Military Education Policy Document to address these concerns.
- e. In 1986, the GNA became law, leading to an intensive reassessment of the military educational system. During the 3 years following the GNA, five major studies assessed the system and recommended improvements.
  - (1) The Dougherty Board on Senior Military Education (1987) focused on the need for increased and improved joint education. This board recommended greater jointness

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through improvements to the structure, curriculum content, and student activity of ILCs and SLCs.

(2) The Rostow-Endicott Assessment on the Teaching of Strategy and Foreign Policy at the Senior War Colleges (1987) reinforced the importance of educating officers and government officials on national security. This report provided insight regarding improvement of faculty, student, and administrative processes needed to increase educational effectiveness.

(3) The Morgan Initial Certification Group (1989) recommended CJCS PJE curricula validation of the 10 ILCs and SLCs for academic year 1988-1989, with follow-on Phase I accreditation for classes thereafter. The group also recommended many improvements to the officer military educational process.

(4) Admiral William J. Crowe, Jr., Chairman of the Joint Chiefs of Staff, commissioned The National Defense University Transition Planning Committee (also known as the Admiral Long Committee) in 1989. The committee evaluated the need for and feasibility of transforming the NDU into a National Center for Strategic Studies.

(5) In light of the GNA, a special panel on military education, chaired by Representative Ike Skelton of the Committee on Armed Services, House of Representatives (1987 to 1989), assessed a wide range of issues confronting military education. The panel made numerous specific recommendations for improving military education. Foremost was establishment of a two-phased system to educate JSOs at Service colleges and the Armed Forces Staff College (AFSC). This system supplements joint educational programs at the National War College (NWC) and the Industrial College of the Armed Forces (ICAF).

(6) General John M. Shalikashvili, Chairman of the Joint Chiefs of Staff, convened a Joint Professional Military Education Review Panel in November 1994. The panel's primary purpose was to assess the ability of the existing PME framework to provide an optimum system for preparing joint warfighters and strategists in the future. Panel recommendations form the basis for several policy changes in this instruction and lay the groundwork for significant revisions to future instructions.

f. Most recently, JV 2010 is in the final stages of development. JV 2010 provides the CJCS conceptual blueprint for preparing the Armed Forces for the 21st century. The goal of the vision is to leverage technological advances, integrate new operational concepts, and channel the vitality and innovation of the Services to achieve a more seamless and coherent effect

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on future battlefields. JV 2010 creates a template for change that will guide the evolution of future joint doctrine, PME, and training.

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APPENDIX B TO ENCLOSURE A

THE OFFICER PROFESSIONAL MILITARY EDUCATIONAL FRAMEWORK

1. Overview. The Officer Professional Military Educational Framework (see Figure A-B-1) reflects the dynamic system of officer career education. It identifies areas of emphasis at each educational level and provides joint curriculum guidance for PME institutions. It is a comprehensive frame of reference depicting the sequential and progressive nature of PME. The framework illustrates development of Service and joint officers by:

- a. Identifying five military educational levels--precommissioning, primary, intermediate, senior, and general/flag.
- b. Portraying the primary focus of each educational level in terms of the major levels of war--tactical, operational, and strategic.
- c. Linking educational levels so each builds on knowledge gained at previous levels.
- d. Recognizing both the distinctiveness and interdependence of joint and Service schools in officer education.
  - (1) In conjunction with Service-unique education, Service schools provide joint education primarily from a Service perspective in accordance with joint learning areas and objectives.
  - (2) Joint schools provide joint education from a joint perspective.

2. PME Relationships

a. PME entails the systematic instruction of professionals in subjects enhancing their knowledge of the science and art of war. The PME system is a progressive, cumulative process preparing officers for duty at each successive level of responsibility within the levels of war. The PME system produces:

- (1) Officers educated in the profession of arms.
- (2) Strategic thinkers who view events in a historical, political, social, economic, informational, technological, and military context and are capable of identifying and evaluating likely changes and associated responses affecting US military strategy, theater strategy, and campaigning.

# OFFICER PROFESSIONAL MILITARY EDUCATIONAL FRAMEWORK (Figure A-B-1)

GRADE	CADET/MIDSHIPMAN	0-1/0-2/0-3	0-4	0-5/0-6	0-7/0-8/0-9/0-10
LEVEL OF MILITARY EDUCATION	PRE-COMMISSIONING	PRIMARY	INTERMEDIATE	SENIOR	GENERAL/FLAG
EDUCATIONAL INSTITUTIONS AND COURSES	SERVICE ACADEMIES  ROTC  OCS/OTS	<ul style="list-style-type: none"><li>- Basic &amp; Advanced Branch or Warfare Specialty Schools</li><li>- Primary Level PME Courses</li></ul>	<ul style="list-style-type: none"><li>- Air Command &amp; Staff College</li><li>- Army Command &amp; General Staff College</li><li>- College of Naval Command &amp; Staff</li><li>- Marine Corps Command &amp; Staff College</li><li>- Naval Postgraduate School</li><li>- <u>Armed Forces Staff College</u> (<u>Joint &amp; Combined Staff Officer School</u>)</li></ul>	<ul style="list-style-type: none"><li>- Air War College</li><li>- Army War College</li><li>- College of Naval Warfare</li><li>- Marine Corps War College</li><li>- <u>Industrial College of the Armed Forces</u></li><li>- <u>National War College</u></li><li>- <u>Armed Forces Staff College</u> (<u>Joint &amp; Combined Warfighting School</u>)</li></ul>	<ul style="list-style-type: none"><li>- Capstone</li><li>- Joint Flag Officer Warfighting Course</li><li>- Joint Forces Air Component Command Course</li><li>- Seminars/Courses</li></ul>
LEVEL OF WAR EMPHASIZED	CONCEPTUAL AWARENESS OF ALL LEVELS				
FOCUS OF MILITARY EDUCATION	Introduction to Services' Missions	<ul style="list-style-type: none"><li>- Service Values</li><li>- Warfare Specialty/ Branch Operations</li><li>- Leadership</li><li>- Staff Skills</li></ul>	<ul style="list-style-type: none"><li>- Operational Art</li><li>- Joint Force Operations</li><li>- Introduction to National Security and Military Strategy</li></ul>	Primary Emphasis: <ul style="list-style-type: none"><li>- Service Schools: National Military Strategy, Theater Strategy, &amp; Campaigning</li><li>- Joint Schools: National Security Strategy</li></ul>	<ul style="list-style-type: none"><li>- Theater-Level Unified, Joint, and Combined Operations</li></ul>
JOINT EMPHASIS	<i>Joint Introduction</i> <ul style="list-style-type: none"><li>- Organization for National Security</li><li>- Capabilities of the US Armed Forces in 21st Century Battlespace</li><li>- JCS and CINCs: Origins and Organizations</li><li>- Service Interaction</li><li>- Joint Warfare Concepts and Philosophy</li></ul>	<i>Joint Awareness</i> <ul style="list-style-type: none"><li>- Joint Task Force Organization</li><li>- Relation Between Joint and Service Doctrine</li><li>- Tactical Battlespace Systems Integration</li><li>- Joint and Service Weapons Systems</li><li>- Service Contribution to Joint Warfighting</li></ul>	<i>PJE Phase I</i> <ul style="list-style-type: none"><li>- National Military Capabilities and Command Structure</li><li>- Joint Doctrine</li><li>- Joint and Multinational Forces at the Operational Level of War</li><li>- Joint Planning and Execution Process</li><li>- Systems Integration at the Operational Level of War</li></ul>	<i>PJE Phase I</i> <ul style="list-style-type: none"><li>- National Security Strategy</li><li>- National Planning Systems and Processes</li><li>- National Military Strategy and Organization</li><li>- Theater Strategy and Campaigning</li><li>- Systems Integration in 21st Century Battlespace</li></ul>	<ul style="list-style-type: none"><li>- Integration of National Military Strategy with National Security Strategy</li><li>- Integration of National Security Strategy with National Policymaking Requirements</li></ul>
FOCUS OF PJE PHASE II	Not Applicable			Integrated strategic deployment, employment, sustainment, and redeployment of joint forces.	Not applicable
Key: 1. Joint schools identified by bold italics. 2. PJE Phases I and II are not applicable to these colleges. 3. Armed Forces Staff College teaches PJE Phase II only, primarily at the operational level. 4. Areas in this figure depicting emphasis devoted to each level of war are representative and do not display mandatory topics.					

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(3) Senior officers who can integrate national military strategy with national security strategy and policy to ensure effective employment of the Armed Forces in implementing national security policy.

b. JPME is that portion of PME concentrating on the instruction of joint matters in order to:

(1) Provide officers a broad base of joint professional knowledge.

(2) Develop officers whose experience and education improve the strategic and operational capabilities of joint forces across the range of military operations.

(3) Instill knowledge of the broad joint warfare concepts embodied in Joint Pub 1, "Joint Warfare of the Armed Forces of the United States" (reference e) and the specific concepts found throughout the range of military operations and codified in other joint doctrine.

(4) Develop officers skilled in attaining unity of effort across Service, interagency, nongovernmental, and multinational lines.

c. PJE is that portion of JPME that qualifies officers for JSO nomination. Frequently shared PJE curricula areas include warfighting and national and international (regional) considerations as they affect the formulation of national security policy, the roles of the Department of Defense and the Services, military history, military strategy, leadership skills, and analytical techniques.

d. During the course of their careers, officers continue to undertake educational programs not specifically defined as ILCs or SLCs. These programs span several levels of education.

### 3. Structure of the PME Framework

a. PME Levels. The framework relates five military educational levels to five significant phases in an officer's career.

(1) Precommissioning. Military education received at institutions and through programs producing commissioned officers upon graduation.

(2) Primary. Education typically received at grades O-1 through O-3.

(3) Intermediate. Education typically received at grade O-4.

(4) Senior. Education typically received at grades O-5 or O-6.

(5) General/Flag Officer. Education received as a G/FO.

b. Levels of War. The framework portrays the primary focus of each educational level in relation to the tactical, operational, and strategic levels of war as outlined in the UJTL (reference d). It recognizes that PME curricula educate across levels of war.

c. Precommissioning- and Primary-Level Education. Appendix A to Enclosure C outlines education at the precommissioning and primary levels.

d. Intermediate-Level Education

(1) Institutions and Courses

(a) Service Intermediate-Level PME Institutions

1. Air Command and Staff College (ACSC).

2. Army Command and General Staff College (USACGSC).

3. College of Naval Command and Staff (CNCS).

4. Marine Corps Command and Staff College (MCCSC).

5. Naval Postgraduate School (NPS), Joint Education Electives Program (JEEP).

6. Service college nonresident courses.

7. Recognized equivalent fellowships and international military colleges.

(b) AFSC is the sole joint intermediate institution offering PJE Phase II in its Joint and Combined Staff Officer School (JCSOS). Per title 10, USC, section 663 (reference b), JCSOS "may not be less than three months."

(2) Focus. Intermediate-level education focuses on war-fighting within the context of operational art. Students expand their understanding of joint force employment at the operational and tactical levels of war. They gain a better understanding of joint and Service perspectives in theater warfare. Inherent in this level is development of an officer's analytic capabilities and creative thought

processes. In addition to continuing development of their combined arms expertise, they are introduced to theater strategy and plans, national military strategy, and national security strategy and policy.

(3) Joint Emphasis (PJE Phase I--Intermediate Level). Service ILCs teach subordinate joint operations from the standpoint of Service forces in a joint force supported by Service component commands. Joint curricula emphasis at this level includes:

- (a) National military capabilities and command structure.
- (b) Joint doctrine.
- (c) Joint and multinational forces at the operational level of war.
- (d) Joint planning and execution processes.
- (e) Systems integration at the operational level of war.

(4) Joint Emphasis (PJE Phase II--Intermediate Level). AFSC examines joint operations from the standpoint of the Joint Chiefs of Staff, a unified commander, and a joint task force (JTF) commander. It further develops joint attitudes and perspectives, exposes officers to and increases their understanding of Service cultures while concentrating on joint staff operations. Its curriculum is specifically joint and accomplishes the following:

- (a) Increases and applies knowledge gained in a Phase I program.
- (b) Addresses joint staff operations in detail.

e. Senior-Level Education

(1) Institutions and Courses

(a) Service Senior-Level PME Institutions

1. Air War College (AWC).
2. Army War College (USAWC).
3. College of Naval Warfare (CNW).
4. Marine Corps War College (MCWAR).
5. Service college nonresident courses.

6. Recognized equivalent fellowships and international military colleges.

(b) Joint Senior-Level PME Institutions

1. NWC.

2. ICAF.

3. AFSC's Joint and Combined Warfighting School (JCWS).

(2) Focus. As drawn from Joint Pub 1-02, "Department of Defense Dictionary of Military and Associated Terms" and Joint Pub 3-0, "Doctrine for Joint Operations" (references f and g), strategy is the art and science of developing and using diplomatic, economic, military, and informational instruments of national power as necessary during peace and war, to afford the maximum support to policies, in order to increase the probabilities and favorable consequences of victory and to lessen the chances of defeat. Studies at these colleges should emphasize analysis, foster critical examination, encourage creativity, and provide a progressively broader educational experience.

(a) Service SLCs. Service SLCs focus on national military strategy as derived from national security strategy and policy. Theater level strategy, campaign planning, and warfighting are part of their curricula. Senior military leadership roles include not only an understanding of the military arena, but of the diplomatic, economic, informational dimensions of the theater strategic environment affecting strategy formulation and implementation.

(b) Joint SLCs

1. NWC's senior-level JPME curriculum focuses on national security strategy--the art and science of developing, applying, and coordinating the instruments of national power (diplomatic, economic, military, and informational) to achieve objectives contributing to national security. NWC graduates satisfy the educational requirements for JSO qualification.

2. The ICAF curriculum offers senior-level JPME and focuses on the resource component of national power and its integration into national security strategy. ICAF graduates

satisfy the educational requirements for JSO qualification.

3. AFSC provides a 3-month PJE Phase II (Senior-Level) education.

(3) Joint Emphasis. The Service SLCs provide an initial PJE stage (Phase I) of senior-level JPME. AFSC provides a follow-on PJE stage (Phase II) of senior-level JPME for selected graduates of Service SLCs that develops joint attitudes and perspectives, and hones warfighting skills. NWC and ICAF are fully joint, full-length programs with separate, unique programs reflective of their distinct educational focuses. The following defines joint curricula focus at the senior level.

- (a) National security strategy.
- (b) National planning systems and processes.
- (c) National military strategy and organization.
- (d) Theater strategy and campaigning.
- (e) Systems integration in 21st century battlespace.

f. Education at the G/FO Level

(1) Courses

(a) Capstone. NDU conducts this required course for all Active component, and when feasible, Reserve component officers promoted to G/FO rank.

(b) Joint and Service Seminars and Courses. These include courses such as the Joint Flag Officer Warfighting Course conducted by the Service Chiefs and the Joint Forces Air Component Commander Course offered by the US Air Force.

(2) Focus. Education at the G/FO level is inherently joint and unified in nature. Its focus is on the highest levels of strategy, integrating the elements of national power to achieve national security objectives. In particular, the Capstone Course reinforces new G/FO comprehension of joint matters and national security strategy needed for the remainder of an officer's career. Appendix G to Enclosure C outlines education at the G/FO level.

4. PME Flow. Except for PJE requirements for JSO qualification, officer development and progression through the PME framework is a Service responsibility. For JSO qualification, an officer

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optimally completes PJE requirements prior to or within the first year of a joint duty assignment (JDA) posting. The Joint Staff (J-7), acting as an advocate for CINCs' requirements; the Services; and NDU coordinate PJE Phase II student flow.



ENCLOSURE B

GUIDANCE AND RESPONSIBILITIES

1. General. This enclosure provides guidance for the Services, NDU (Appendix A), and other educational institutions to follow in the conduct of their officer educational responsibilities. Appendix B outlines the PME review process. Appendix C identifies the offices tasked with executing policies defined in this enclosure.

2. Program for Joint Education

a. The PJE is a CJCS-approved body of objectives, policies, procedures, and standards fulfilling educational requirements for JSO qualification. In addition, the PJE serves the following purposes:

(1) Ensures that Service college and NDU graduates are knowledgeable in joint matters.

(2) Prepares students for joint duty assignments.

b. PJE is a shared responsibility of the Service ILCs, SLCs, and NDU. The resident Service ILC and SLC programs and nonresident ILC programs integrate PJE Phase I into their curricula. The Chairman of the Joint Chiefs of Staff may accredit other DOD programs to provide PJE Phase I. AFSC provides PJE Phase II. All Service educational institutions should ensure their joint curricula provide the foundation for AFSC's PJE Phase II curriculum. NWC and ICAF are complete, fully integrated, unique components of the PJE; PJE phasing does not apply to their curricula.

c. All institutions providing JPME will use current, applicable joint doctrine, procedures, and other publications as course references and as the basis for joint instruction.

3. Educational Requirements for JSO Designation

a. DODD 1300.XX (reference h) sets forth policies promoting interaction among the Services and joint activities through affirmative officer assignment and educational practices.

b. Officers must normally complete either an accredited resident or nonresident PJE Phase I curriculum (or have graduated from a resident Service college program in academic years 1985 to 1989) followed by the applicable AFSC PJE Phase II curriculum, or one of the NDU senior-level PJE curricula,

to satisfy the educational requirements for JSO qualification.

(1) Officers who completed PJE Phase I before 1989 and who have not completed Phase II by 1 January 1994 will lose all PJE credit for the purpose of JSO designation.

(2) For an officer to attend PJE Phase II before completing PJE Phase I, the Service must request a direct entry waiver from the Chairman of the Joint Chiefs of Staff. Exceptions are granted on a case-by-case basis for compelling cause. Waiver requests require justification and must demonstrate critical career-timing precluding the officer from attending PJE Phase II after PJE Phase I. Requests must include qualifications and JSO potential of the individual proposed for a waiver. Waivers are to be held to a minimum and are required before PJE Phase II assignment. Waiver approval is for course sequencing only and does not remove the JSO educational requirement for PJE Phase I attendance.

4. Class and Seminar Mix. The student mix in PJE seminars at the Service ILCs and SLCs is computed using only US military students. Coast Guard students count as Sea Service officers. Seminar mix should include at least one officer from each of the two nonhost Military Departments. In addition, per the 1996 Defense Appropriations Act, section 8084 (reference i), for classes convening after 30 September 1996 Service SLCs must have a minimum of 20 percent nonhost Military Department student representation across their US military student body.

5. Faculty

a. Military Faculty. Military faculty are those uniformed personnel who teach, conduct research, or prepare or design curricula. Coast Guard personnel count as Sea Service military faculty. Personnel performing strictly administrative functions may not be counted in faculty ratios and mixes.

(1) At the Service SLCs, the mix of military faculty members whose primary duty is student instruction should be a minimum of 10 percent from each nonhost Military Department. The combined nonhost Military Department faculty total should be no less than 25 percent. The Service ILC military faculty mix should be a minimum of 5 percent from each nonhost Military Department.

(2) Seventy-five percent of the military faculty at the Service and NDU SLCs should be graduates of a senior-level program or JSOs. Seventy-five percent of the military faculty at ILCs should be graduates of an intermediate- or senior-level program or JSOs.

b. Civilian Faculty. The Services determine the appropriate number of civilians on their respective faculties. Civilian faculty members should have strong academic records.

c. Faculty Quality. All faculty members will be of the highest caliber, combining functional or operational expertise with teaching ability. Faculty members should possess strong academic credentials.

d. Faculty Chairs

(1) Each Service college is authorized, at its own expense, to establish a CJCS Professor of Military Studies (chair). CJCS chairs will be of appropriate rank with recent joint operational experience and capable of contributing insight into joint matters to the faculty and student body. CJCS chairs act as a direct liaison with the Office of the Chairman of the Joint Chiefs of Staff and the Joint Staff. The Chairman of the Joint Chiefs of Staff approves candidates for these chairs.

(2) Service colleges are encouraged to establish Service Chief chairs for nonhost Services.

e. Student-Faculty Ratios

(1) Reasonable student-faculty ratios are essential to quality instruction. The following student-faculty ratios are goals for the colleges indicated:

(a) SLCs--3.5:1.

(b) ILCs and AFSC--4:1.

(2) These ratios are computed by dividing the total number of students by the total faculty using the following guidelines:

(a) Faculty. Members (military and civilian) of an educational institution who teach, conduct research, or prepare or design curricula count in computation of this ratio. Personnel performing strictly administrative functions may not be counted in student-faculty ratios.

(b) Students. All (US and international) military officers and civilians assigned to the institution as students for the purpose of completing a prescribed course of instruction count in the computation of student-faculty ratios.

6. Pedagogy and Curricula

a. PME curricula will primarily use a mix of active learning methods such as research, writing, reading, oral presentations, seminar discussions, case studies, wargaming, and simulations. Passive learning methods (without student interaction) may also be used to enhance the overall educational experience.

b. PME curricula will be based on DOD needs. Enclosure C outlines the joint learning objectives for each PME stage. Institutions involved in JSO education will fulfill the appropriate learning objectives and generally have curricula that include:

(1) A shared core of common concerns, appropriate to the PME level, dealing with warfighting and joint matters.

(2) Mission-specific courses appropriate to the college.

(3) Elective courses that enhance each student's professional and educational opportunities.

c. Service and NDU college commandants and presidents will establish student performance evaluation systems emphasizing graduate- or postgraduate-level academic standards.

7. US Officer Attendance in International PME Programs. The Chairman of the Joint Chiefs of Staff grants PJE Phase I credit for the purpose of attending PJE Phase II to graduates of resident international military colleges for which the Services grant PME credit.

8. US Officer Participation in Fellowships. The Chairman of the Joint Chiefs of Staff grants PJE Phase I credit for the purpose of attending PJE Phase II to graduates of fellowships for which the Services grant ILC and SLC PME credit.

a. Individuals selected for these programs should meet the same rigorous selection criteria as other ILC and SLC PME attendees.

b. This provision expires at graduation for the intermediate level academic year 1997 class and the senior-level academic year 1999 class. After these dates, all fellowship graduates are expected to obtain joint education through a CJCS accredited PJE program.

c. Fellowship program sponsors believing they meet PJE standards and criteria may request consideration under the Process for Accreditation of Joint Education (PAJE).

NOTE: These non-DOD programs generally have limited Service participation and are of similar duration to other PME programs. Services will continue to report to the Joint Staff the number of officers participating in fellowship programs receiving Phase I PJE credit.

9. International Officer Participation

- a. International officers attending PME institutions contribute to the education of the US officer corps. The Services and NDU will maintain international officer programs that best meet the colleges' missions. International officer participation will be consistent with relevant security considerations and appropriate directives.
- b. Service security assistance activities process requests for international student attendance at PME institutions.

10. Process for Accreditation of Joint Education. The Chairman accredits all institutions or programs fulfilling the PJE requirements for JSO. The Chairman directs institutional accreditation through the PAJE (Enclosure D).

11. Capstone Course. Capstone course attendance is a statutory requirement for active component officers selected for promotion to G/FO rank, unless waived by the Secretary of Defense. Officers selected for promotion to G/FO will attend the Capstone course within 2 years after the President of the United States approves their selection board results (reference j). In addition to G/FOs on the Active Duty List, the Services are encouraged to send newly selected Reserve component G/FOs to the Capstone course when feasible.

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APPENDIX A TO ENCLOSURE B

POLICIES FOR NDU

1. General. This appendix outlines NDU-specific policies. The President, NDU, is responsible for policies outlined in this appendix and applicable policy in the basic enclosure.

2. Overview. NDU is established under supervision of the Chairman of the Joint Chiefs of Staff. NDU's primary components are four colleges and one institute concerned with higher education and research in matters relating to national defense.

a. Mission. The mission of NDU is to ensure excellence in PME and research in the essential elements of national security.

b. NWC, ICAF, and AFSC

(1) NWC focuses on national security and strategy.

(2) ICAF focuses on the resource component of national power, with special emphasis on materiel acquisition, joint logistics, and their integration into national security strategy for peace and war.

(3) AFSC educates officers of all Services in joint matters, especially for joint operational planning, crisis action response, and warfighting while exposing them to other Service cultures. AFSC program goals are:

(a) Nurture joint and multinational military perspectives, teamwork, and problem solving.

(b) Analyze historical and current operations and/or campaigns to enhance students' capability for future planning.

(c) Assist in preparing officers for joint command or to advise joint commanders.

(d) Develop competencies in joint warfighting by using joint and multinational forces in joint and multinational operations.

(e) Instill primary commitment to joint requirements over individual Service needs.

c. Specialized Education. The Information Resources Management College (IRMC), the Capstone course, and the Institute for National Security Studies (INSS) provide

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specialized education and fulfill unique educational needs for the Department of Defense and Services.

(1) IRMC provides education and technical assistance in information resources management (IRM) to IRM program managers, their staffs, and senior executives with IRM responsibilities. IRMC supports the other NDU colleges by providing advanced IRM study courses to their student bodies. Additionally, IRMC provides mandatory level III courses for the Defense Acquisition University.

(2) The Capstone course is a 6-week course for newly selected Active component G/FOs focusing on joint matters and national security strategy. The Capstone course ensures newly selected G/FOs are more effective in planning and employing US forces in joint and combined operations. They are more knowledgeable of when and how these operations support national strategic goals and objectives.

(a) The Capstone curriculum covers threats to US national security and intelligence capabilities to monitor those threats; national security policy formulation and military strategy development; battlespace systems integration; joint strategic and operational planning and execution processes; combatant and combined commands missions and capabilities; Service doctrines, organization, and capabilities; and the military contributions and relationships of allies.

(b) The course is conducted through classroom seminars, case studies, decision exercises, local area studies, and CINC visits.

(3) INSS conducts research on US national security topics; develops concepts for national defense; publishes monographs and the periodical, *Joint Force Quarterly*; and carries out war games and other related activities in support of the Office of the Secretary of Defense, the CINCs, the Joint Staff, NDU, and members of the national security community. Its School of Information Warfare and Strategy teaches an Information Strategy Concentration Program available to students from ICAF and NWC.

d. Senior Acquisition Course. The CJCS-approved enhancement of ICAF's mission accommodates senior members of the DOD acquisition workforce. The Chairman has authorized the Under Secretary of Defense for Acquisition and Technology oversight of the acquisition content of the ICAF curriculum to ensure its relevance.



e. Outreach. NDU and its components will pursue aggressive outreach programs appropriate for each institution's mission. Programs should consist of frequent interaction with selected branches, departments and agencies of government, civilian and international organizations, industry, and the media. These efforts should contribute to and be enriched by an exchange of ideas in the national security community and to enhance NDU's image and reputation.

3. Leadership

a. President. The President, NDU, is a 3-year assignment filled by an active duty O-9. The Military Departments fill the position on a nominative basis to the Secretary of Defense through the Chairman of the Joint Chiefs of Staff. The President will have a broad operational perspective, an advanced degree, and extensive joint experience. The President will be knowledgeable in national security strategy formulation and execution, joint operations planning and programming, and any other matters related to national security strategy. This officer must be familiar with the interaction among national security interests in the Executive Branch, the Congress, industry, and the media.

b. Vice President. In view of the vital linkage between statecraft and military power, the position of Vice President, NDU, will normally be filled by an ambassador in the Foreign Service, US Department of State.

c. College Commandants. The NWC and ICAF commandants are active duty O-8s and the AFSC Commandant is an active duty O-7. The Military Departments fill these positions on a nominative basis to the Chairman through the President, NDU.

4. Class and Seminar Mix. The President, NDU, recommends the size and composition plan for NWC, ICAF, AFSC, and Capstone classes each year to the Deputy Director, Joint Staff, for Military Education. The Deputy Director coordinates with the Services and approves the plan.

a. Military Students. The following criteria apply for NDU military student selection and assignment.

(1) US military officers assigned to NWC, ICAF (including the Senior Acquisition Course), and AFSC's Joint and Combined Warfighting School must attain the grade of O-5 prior to course start. Students attending the Joint and Combined Staff Officer School should be an O-4, or an O-4 selectee, slated for a JDA. The Services should attempt to fill each class with a mix of specialties, with due regard for the needs of the Joint Duty Assignment List (JDAL).

(2) The Services may allocate a portion of their military quotas for NDU schools to Reserve component officers.

(3) The Services should achieve an appropriate mix of specialties when assigning students to ICAF to provide a balanced perspective for resource concerns in the formulation and execution of national security strategy.

(4) The military students at NDU colleges, less AFSC and IRMC, are to be made up of approximately one-third from each Military Department.

(5) The Active component student mix for AFSC PJE Phase II seminars should be proportional to the mix of officer billets by Service (O-6 and below) in the JDAL. The Deputy Director, Joint Staff, for Military Education approves deviation requests to AFSC student Service-mix or class-size guidelines submitted by the Services or AFSC.

b. Civilian Students. Civilian students attending NDU will be professionals in their parent organization comparable to their military student counterparts; they should possess a graduate degree and demonstrated potential for senior executive-level service.

(1) The presence of nongovernment civilians in the student bodies of ICAF and NWC has a positive effect on the learning process for all concerned. The authority to enroll nongovernment civilians, at no cost to the government, is delegated to the President, NDU. Attendance is on a noninterference basis with education of US military and government personnel.

(2) The Deputy Director, Joint Staff, for Military Education establishes student quotas at NDU for DOD components, other government agencies, and foreign governments on the recommendation of the President, NDU. The President, NDU, is authorized to reallocate non-DOD quotas to accommodate unforeseen circumstances.

c. Unfilled Quotas. The President, NDU, is authorized to reallocate unfilled NDU spaces equitably among the Military Departments. Unfilled military quotas at ICAF and NWC may be made available to qualified Federal Government civilians after coordination with the Deputy Director, Joint Staff, for Military Education. Civilian backfills will be made in the following priority:

- (1) The same Military Department returning the quotas.
- (2) Other Military Departments.

- (3) Other DOD agencies.
- (4) Other Federal agencies.

d. International Officer Attendance. International officers attend AFSC PJE Phase II courses on a space available basis. International student qualifications for AFSC PJE Phase II courses include:

- (1) Active duty, O-4/O-5/O-6 equivalent.
- (2) Fluent in English language (English Comprehension Level 80).
- (3) Graduate of a resident US Service college or equivalent foreign staff or war college. Other graduates are considered on a case-by-case basis.
- (4) Senior-level students require an equivalent to a US Top Secret clearance.
- (5) Service security assistance activities process requests for international student attendance at PME institutions.

e. Graduate Surveys. NDU will conduct a comprehensive survey of college graduates for the purpose of curricula validation. This survey will include inquiries to gaining commands and agencies in order to assess the effectiveness of NDU efforts in preparing graduates for duties of greater responsibility.

5. Faculty. The NDU President and college commandants will ensure their faculties have the experience, education, teaching skills, and desire to teach NDU's top-quality students.

a. Military Faculty. At NDU colleges, the mix of military faculty members whose primary duty is student instruction should be approximately one-third from each Military Department.

- (1) NWC and ICAF military faculty will normally be O-6s with advanced degrees in a relevant academic discipline. The requirement for an advanced degree can be waived for officers with unique qualifications for faculty duty. Exceptional professional credentials for O-5s in specific curriculum-related disciplines are also acceptable for assignment to faculty duty.
- (2) AFSC military faculty will generally be O-6s or O-5s. Exceptional professional credentials for O-4s in specific curriculum-related disciplines and who are

graduates of ILC programs are also acceptable for assignment to faculty duty. Approximately 90 percent of the faculty members should be graduates of ILC or SLC programs.

(3) Faculty assignment to NDU is normally for 3 years. The President, NDU, approves extensions with the mutual consent of the individual and the individual's Service. The President, NDU, may delegate this authority to college commandants.

(4) One billet at NWC, ICAF, and AFSC from each Military Department may be designated as an indefinite-length tour. Also, each college may appoint one additional faculty member for an indefinite period, with the concurrence of the Military Department concerned. Indefinite appointment of one military officer to the Academic Affairs Directorate, NDU, is authorized with concurrence of the Military Department concerned. The President, NDU, coordinates with the Military Departments for appointment of officers to indefinite-length tours.

b. Civilian Faculty. The President, NDU, upon the recommendation of the NDU college commandants, determines the appropriate number of civilians on the various NDU faculties.

c. Faculty Quality. All faculty members will be of the highest caliber, combining functional or operational expertise with teaching ability. Faculty members should possess strong academic credentials.

d. Faculty Exchanges. Faculty exchanges between NDU and appropriate private sector organizations or other educational institutions (public, private, and foreign military) are encouraged when they contribute to the academic enrichment of the university. Authority is delegated to the President, NDU, to enter into agreements in such areas, in consultation with the Joint Staff, the Services, or the Department of State.

e. Chairs. Each NDU JPME college will establish a Chairman of the Joint Chiefs of Staff chair and Service Chief chairs. CJCS chairs will be filled from authorized military faculty positions.

6. International Fellows Program. The International Fellows Program is a fellowship for research and education. International Fellows are personal invitees of the Chairman of the Joint Chiefs of Staff. Extension of invitations is a collaborative effort between the CINCs, NDU, and the Joint Staff (J-5).

7. Reports

a. NDU Annual Report. Annually, on 1 October, the President, NDU, will submit a written report on the university's colleges and other activities within the university's area of responsibility to the Chairman. The report includes a detailed discussion of the curricula, students, faculty, research, facilities, budget, administration, future plans, or other areas of interest to the Chairman. The report specifically addresses the following:

(1) Use of delegated title 10 hiring authority.

(2) A summary of curricula and faculty coordination between ICAF and the Defense Systems Management College, and an assessment of the contribution of this linkage to NDU's mission.

(3) An assessment of the effectiveness of the Capstone course in meeting its objectives.

(4) A student body profile of the most recent JPME class graduated (operational experience, command assignments, joint experience, Service college attendance, graduate degrees).

b. Capstone Curriculum. Annually, the President, NDU, will review and as necessary revise the Capstone curriculum. A copy of the revised curriculum highlighting changes, and a course schedule for the upcoming year, will be forwarded for information to the Chairman. The Joint Staff (J-7) works in concert with NDU to develop suggested topics for inclusion in the Capstone curriculum prior to the Capstone Senior Fellows review.

c. Student Composition Reports. Within 5 days of the start and graduation of each NWC, ICAF, and AFSC class, the President, NDU, will submit reports to the Joint Staff (J-1 and J-7) indicating the number of students by Service. The report includes complete student names, ranks, social security numbers, and total student enrollment by Service.

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APPENDIX B TO ENCLOSURE B

PME REVIEW PROCESS

1. Overview. An ongoing review process ensures PME satisfies CJCS statutory requirements and guarantees the effectiveness of joint education. The process places particular emphasis on JSO education and is made up of three components:

- a. Feedback mechanisms.
- b. Update mechanisms.
- c. Execution evaluation.

2. Feedback Mechanisms. Feedback on PME curricula currency, quality, and validity is available from a variety of sources. These sources include the combined actions of the individual colleges, conferences, Military Education Coordination Conference (MECC) meetings, and formal feedback systems used by the various PME components.

- a. Individual Schools. Each PME institution should have a well defined, vigorous curriculum review program. Review programs should accommodate near- and long-term changes in the PME environment.
- b. Conferences. Periodically, the Joint Staff sponsors conferences focused on the status and adequacy of PME. These conferences facilitate curricula coordination among the PME colleges and allow the educational community to focus programs on user needs.

(1) MECC. The Director, Joint Staff, annually convenes and chairs the MECC. The MECC addresses key educational issues, coordinates the overall joint educational effort, and examines and evaluates PJE objectives.

(a) Membership. The MECC consists of the Director, Joint Staff (Chairman); Deputy Director, Joint Staff, for Military Education (Secretary); Director for Joint History, Joint Staff; President and JPME college commandants, NDU; the Presidents, directors and/or commandants of the Service universities, ILCs, and SLCs; and presidents and/or commandants of other PJE certified or accredited institutions. The Deputy Assistant Secretary of Defense (Force Management Policy) (Military Personnel Policy) and Deputy Assistant Secretary of Defense (Reserve Affairs) (Manpower and Personnel) are ex officio

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members. The MECC Chairman invites representatives from the CINCs and other organizations as appropriate.

(b) MECC Working Group. A working group of planners (typically O-5s, O-6s, and civilian counterparts) from the staffs of the formal MECC members and invited representatives from the CINCs, OSD, and the Services convenes semiannually. The working group coordinates current educational policy, proposes new policy, and develops MECC agenda items. The Chief, Military Education Division, J-7, Joint Staff, chairs the working group.

(c) MECC Meetings. During its meetings, the MECC reviews and makes decisions on issues that refine and focus efforts to keep PME on the leading edge. Meeting results are disseminated through minutes to member institutions, CINCs, the Services, and DOD agencies as required.

(2) Joint Educational Conferences. The Joint Staff periodically hosts joint educational conferences on topics of interest to the joint warfighting community and supporting educational institutions. The conference series brings together operators, policy makers, and educators for discussions on selected topics. The goal of the series is to enhance common understanding, explore policy implications, and exchange ideas on topic instruction. Conferences are open to institutions from throughout the PME community and interested DOD agencies.

3. Update Mechanisms. The PME update process involves all elements of the PME system and the using communities (i.e., Services, CINCs, and DOD agencies).

a. Policy Review. As part of the policy update process (which occurs at least triennially) the overall PME system, general JPME goals, and specific joint learning areas and objectives are reviewed, evaluated, and updated.

b. NDU Curricula Reviews. As the only institution offering full-length, fully joint PJE curricula, NDU is in a unique position to support the enhancement of JPME throughout the PME system. Accordingly, results of NDU's periodic curricula review are evaluated for incorporation into policy updates.

c. Service Curricula Reviews. Each Service college, as a provider of PJE Phase I education, periodically reviews its PJE programs for compliance with policy requirements.



Results of Service college reviews are evaluated for incorporation into policy updates.

d. Special Areas of Emphasis. Emerging or existing areas not included in learning areas and objectives may be identified as special areas of emphasis (SAEs). These areas may or may not be supported by a mature doctrinal base. SAEs serve to highlight OSD, Service, CINC, Defense agency, and Joint Staff curricula coverage concerns. SAEs keep JPME on the leading edge of joint warfighting. Colleges are expected to evaluate each issue for inclusion in their curricula; however, incorporation is not required. SAEs are discussed at each MECC working group meeting and are considered for inclusion in specific joint learning objectives during the triennial policy update process. The Joint Staff (J-7) maintains the list of SAEs.

4. Execution Evaluation. The PAJE prescribes procedural guidelines for program assessment of institutions seeking PJE accreditation. The PAJE is the Chairman's tool for ensuring prescribed joint educational requirements are met. PAJE findings are also used to update educational policy (Enclosure D).

5. Conclusion. As prescribed in reference a, the Secretary of Defense, with the advice and assistance of the Chairman of the Joint Chiefs of Staff, periodically reviews and revises the curricula of joint educational programs to enhance the education and training of officers in joint matters. Capitalizing on existing activities, the aforementioned review process broadly identifies the components necessary to ensure that PME in general, and JPME in particular, are current and properly executed.

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APPENDIX C TO ENCLOSURE B

RESPONSIBILITIES

1. Overview. This enclosure outlines responsibilities within the Armed Forces for compliance with prescribed military educational policies. The GNA, as amended, prescribes the authority and responsibilities of the Chairman of the Joint Chiefs of Staff. Specific duties and responsibilities within the military educational system are pursuant to this authority.

2. Background. The success of the military educational system is a shared responsibility. The Joint Chiefs of Staff, CINCs, directors of Defense agencies, commanders, administrators, and educators must impress upon their officers the importance of PME objectives. Officers must be concerned with both individual professional development and improved national security posture. The success of professional military education relies on this group to:

- a. Manage unique PME requirements.
- b. Recognize the importance of a framework to integrate military education.
- c. Establish procedures ensuring officers with potential for increased responsibility attend PME schools in residence.
- d. Assign officers who are expert in Service matters and educated or experienced in joint matters to JDAs.
- e. Identify officers with the capacity for strategic thought and then develop this ability.
- f. Ensure appropriate joint emphasis in the education of all officers, regardless of billet.
- g. Provide the resources and learning environment conducive to the study of the use of military power.
- h. Ensure that proper attention is given to total force requirements relative to PME and JPME.

3. Chairman of the Joint Chiefs of Staff. The Chairman of the Joint Chiefs of Staff is responsible for the following:

- a. Formulating policies for coordinating the military education of members of the Armed Forces.
- b. Advising and assisting the Secretary of Defense by periodically reviewing and revising the curriculum of

NDU to enhance the education and training of officers in joint matters.

c. Providing primary oversight of the joint educational process.

d. Serving as the principal military adviser to the Secretary of Defense on PME and JPME matters.

e. Approving the charter and mission of NDU and its component institutions.

f. Recommending to the Secretary of Defense a nominee for President, NDU.

g. Approving the President, NDU's nomination for the NWC, ICAF, and AFSC commandants.

h. Approving the CJCS Chairs for NWC, ICAF, and AFSC and the Service colleges.

i. Advises the military departments on NDU's budget needs.

j. Advising and assisting the Secretary of Defense in promulgating a uniform cost accounting system for use by the Secretaries of the Military Departments in preparing budget requests for the operation of PME schools.

k. Authorizing (as delegated by the Secretary of Defense) title 10 civilian faculty hiring authority for NDU.

l. Periodically reporting trends from PAJE ILC- and SLC-curricula reviews and other matters relating to PME and JPME to the Secretary of Defense.

4. Director, Joint Staff. The Director, Joint Staff, will:

a. Supervise the Deputy Director, Joint Staff, for Military Education.

b. Serve as Chairman, MECC.

c. Serve as Chairman, PAJE team.

5. Office of the Director, Joint Staff. The Special Assistant for General/Flag Officer Matters will monitor the attendance of newly promoted G/FOs at the Capstone course.

6. Director for Manpower and Personnel, Joint Staff. The Director, J-1:

- a. Collects data on joint school attendees and graduates and reports on graduate utilization.
- b. Coordinates US officer attendance at senior-level international military colleges.
- c. Monitors Service and joint activity compliance with AFSC class size and composition requirements.
- d. Coordinates approval for PJE Phase II sequence waivers.

7. Director for Operational Plans and Interoperability, Joint Staff. In conjunction with the Director, Joint Staff, the Director, J-7, supervises the Deputy Director, Joint Staff, for Military Education, and ensures integration of JPME with joint training, exercises, and doctrine.

8. Deputy Director, Joint Staff, for Military Education. The VJ-7, designated the Deputy Director, Joint Staff, for Military Education, works for the Director, Joint Staff, and is responsible for the following:

- a. Assisting with policy formulation for coordinating the military education of the Armed Forces.
- b. Acting as the office of primary responsibility for the resolution of issues relating to the educational prerequisites for JSOs.
- c. Periodically reviewing and recommending PJE revisions.
- d. Administering the PAJE.
- e. Serving as secretary for the MECC. In this capacity, the MECC Secretary solicits agenda items from the CINCs; Directors of Defense agencies; Chiefs of Services; and the PME community.
- f. Coordinating, approving, and reallocating NDU JPME student body composition with NDU and the Services.
- g. Coordinating the Joint Staff review of NDU Program Objective Memorandum (POM) input before submission to the supporting Military Departments.
- h. Coordinating the periodic review of all JPME curricula for the Chairman of the Joint Chiefs of Staff.
- i. Coordinating for the Joint Staff on reports dealing with military education.

9. President, NDU. The President, NDU:
- a. Leads and manages the colleges, institutes, and components of the NDU.
  - b. Ensures G/FO education by means of the Capstone course and follow-on seminars or specialized courses of instruction.
  - c. Ensures that high military and academic performance standards are maintained by the officers assigned to the NDU faculty and student body.
  - d. Conducts periodic review and revision of JPME curricula at NDU.
  - e. Establishes a climate of academic freedom within NDU that fosters and encourages thorough and lively academic debate and examination of national security issues.
  - f. Acts as principal adviser to the Chairman of the Joint Chiefs of Staff on educational and research elements of the colleges, institutes, and individuals making up NDU.
  - g. Represents the Chairman of the Joint Chiefs of Staff in exchanges with foreign defense educational institutions.
  - h. Submits required POM and other budgetary data through the Deputy Director, Joint Staff, for Military Education, to the Services acting as executive agents for NDU schools.
  - i. Submits reports in accordance with Appendix A to Enclosure B.
  - j. Recommends size and composition of NWC, ICAF, AFSC, and Capstone classes each year.
10. Chiefs of Services. Each Chief is responsible for:
- a. Managing the content, quality, and conduct of the Service's PME programs at all levels, within the guidelines of the military educational framework and associated implementing policies contained in this document.
  - b. Providing military faculty and students within the guidelines of this document.
  - c. Providing direct budgetary and facility support for its own educational programs and for NDU programs as follows:

(1) Department of the Army--The NDU main campus, Washington, D.C.

(2) Department of the Navy--AFSC, Norfolk, Virginia.

d. Ensuring that Service PJE programs meet Phase I criteria and objectives.

e. Determining appropriate active duty, international officer, reserve component, and civilian participation in their respective Service colleges.

f. Approving Service Chief chairs for NWC, ICAF, and AFSC.

g. Establishing a policy regarding academic freedom that fosters and properly encourages thorough and lively academic debate and examination of appropriate curriculum issues within Service schools.

h. Providing a report to the Chairman of the Joint Chiefs of Staff on the joint educational programs at the precommissioning and primary levels. The first report is due 1 October 1996, and triennially thereafter. The report will specifically address:

(1) Title, synopsis, and number of classroom hours for each course used to cover learning areas.

(2) Assessment method and findings on joint educational achievement.

(3) Recommended improvements to joint education, if any.

11. Other DOD Activities. The heads of other DOD activities will periodically review and recommend modifications to JPME content based on joint mission experience and requirements.

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ENCLOSURE C

JOINT LEARNING AREAS AND OBJECTIVES

This enclosure establishes JPME learning objectives. Descriptive verbs identify standards for measuring the level of learning achievement. Use of these verbs is meant to indicate a level of learning achievement, not to prescribe an educational technique. The verbs, drawn from Bloom's *Taxonomy of Educational Objectives* (reference k), are highlighted below in increasing levels of achievement.

- a. Know. The ability to remember previously learned material. This level involves recall of a wide range of material, from specific facts to complete theories, but all that is required is bringing to mind appropriate information. Related terms include defines, describes, identifies, labels, lists, matches, names, outlines, reproduces, selects, and states.
- b. Comprehend. The ability to grasp the meaning of material. This level may be shown by translating material from one form to another, interpreting material, or estimating future trends. Related terms include converts, defends, distinguishes, estimates, explains, extends, generalizes, gives examples, infers, paraphrases, predicts, rewrites, summarizes, translates, and understands.
- c. Apply. The ability to use learned material in new and concrete situations. This level includes application of rules, methods, concepts, principles, laws, and theories. Related terms include changes, computes, demonstrates, discovers, manipulates, modifies, operates, predicts, prepares, produces, relates, shows, solves, and uses.
- d. Analyze. The ability to break down material into its component parts so that its organizational structure may be understood. This level includes identification of the parts, analysis of the relationships between parts, and recognition of the organizational principles involved. Related terms include breaks down, diagrams, differentiates, discriminates, distinguishes, illustrates, infers, outlines, points out, selects, separates, and subdivides.
- e. Synthesize. The ability to put parts together to form a new whole. This level involves production of unique communications, a plan of operations, or a set of

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abstract relations. Related terms include categorizes, combines, compiles, composes, creates, devises, designs, explains, generates, modifies, organizes, plans, rearranges, reconstructs, relates, reorganizes, revises, rewrites, summarizes, tells, and writes.

f. Evaluate. The ability to judge the value of material for a given purpose. Judgments are to be based on defined internal (organizational) or external (relevance to the purpose) criteria. Criteria are subject to value judgments. Related terms include appraises, criticizes, discriminates, explains, justifies, interprets, and supports.

APPENDIX A TO ENCLOSURE C

PRECOMMISSIONING AND PRIMARY PME  
LEARNING AREAS AND OBJECTIVES

1. Joint Education at the Precommissioning Level

a. Institutions and Programs

- (1) Service Academies.
- (2) Reserve Officer Training Corps (ROTC) units.
- (3) Federal and State Officer Candidate Schools (OCS) and Officer Training School (OTS).

b. Joint Emphasis. In addition to an introduction to their respective Service and an appreciation for the impact of technology in the battlespace, students should have knowledge of joint force structures, capabilities, and operations. Specific learning areas include an introduction to:

- (1) Organization for National Security.
- (2) The primary roles, missions, capabilities, and systems of the Armed Forces in 21st century battlespace.
- (3) Origins and organization of the Joint Chiefs of Staff and the combatant commands.
- (4) How other Services jointly interact with the students' Service.
- (5) The concepts and philosophy outlined in Joint Pub 1, Joint Warfare of the Armed Forces of the United States (reference e).

2. Joint Education at the Primary Level

a. Institutions and Courses

- (1) Basic and advanced branch or warfare specialty schools.
- (2) Primary-level PME courses.

b. Joint Emphasis. In conjunction with the continuing Service warfare or skill related education, students will have knowledge of how battlespace systems support the

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tactical level of war and how warfare at the Service tactical level is linked to the joint operational level. Specific learning areas include:

- (1) The fundamental concepts of JTF organization, command and control, employment, and operations.
- (2) Joint doctrine pertinent to the Service doctrine being taught at the school.
- (3) Integration of joint and Service systems supporting the tactical battlespace being taught at the school.
- (4) Other Services' weapons system employment pertinent to the host-Service systems being taught at the school.
- (5) Host-Service contributions to joint warfighting readiness.

3. Reporting. Each Chief of Service will provide a report to the Chairman of the Joint Chiefs of Staff on the joint educational programs at the precommissioning and primary levels. The report is due 1 October 1996 and triennially thereafter. See Appendix C to Enclosure B for further information on this report.

APPENDIX B TO ENCLOSURE C

SERVICE INTERMEDIATE-LEVEL COLLEGE  
LEARNING AREAS AND OBJECTIVES

1. Overview. The curricula focus of the Service ILCs is warfighting within the context of operational art.
2. Mission. The joint mission of the Service ILCs is to expand student understanding, from a Service component perspective, of joint force employment at the operational and tactical levels of war.
3. Learning Area 1. National Military Capabilities and Command Structure. Students will learn the capabilities and limitations of US military forces across the range of military operations. Command relationships, force development and organization, and the concepts of deployment, employment, sustainment, and redeployment are examined. The following learning objectives further define JPME efforts in this area.
  - a. Comprehend the capabilities and limitations of US military forces.
  - b. Explain the organizational framework within which joint forces are employed.
  - c. Explain the purpose, roles, functions, and relationships of the National Command Authorities (NCA), National Security Council (NSC), Chairman of the Joint Chiefs of Staff, combatant commanders, Service Chiefs, and Joint Force Commanders (JFCs).
  - d. Summarize how joint force command relationships and directive authority for logistics support joint warfighting capabilities.
  - e. Comprehend how the US military is organized to plan, execute, sustain, and train for joint and multinational operations.
4. Learning Area 2. Joint Doctrine. Students review appropriate current Service and joint doctrine and examine factors influencing the development of joint doctrine. Students formulate solutions to operational problems with particular attention to issues where doctrines differ. The following learning objectives further define JPME efforts in this area.
  - a. Comprehend current joint doctrine.
  - b. Give examples of the factors influencing joint doctrine.

- c. Formulate and defend solutions to operational problems using current joint doctrine.
- d. Summarize the relationship between Service doctrine and joint doctrine.

5. Learning Area 3. Joint and Multinational Forces at the Operational Level of War. Students will gain a basic knowledge of joint and multinational force employment at the operational level of war. This area introduces campaign planning and the linkage of campaign plans to attainment of national objectives. The following learning objectives further define JPME efforts in this area.

- a. Summarize the considerations of employing joint and multinational forces at the operational level of war.
- b. Explain how theory and principles of war apply at the operational level of war.
- c. Develop an ability to plan for employment of joint forces at the operational level of war.
- d. Review wars, campaigns, and operations and explain the link between national objectives to supporting military objectives, and the importance of defined conflict termination.
- e. Summarize the relationship between the strategic, operational, and tactical levels of war.

6. Learning Area 4. Joint Planning and Execution Processes. Students will understand how the various components of the joint planning and execution processes support force functioning at the operational level of war. The following learning objectives further define JPME efforts in this area.

- a. Through the framework provided by joint planning processes, explain the relationship between national objectives and means availability.
- b. Comprehend the effect of time, coordination, policy changes, and political development on the planning process.
- c. Explain how the defense planning systems affect joint operational planning.
- d. Explain how national intelligence organizations support JFCs.
- e. Comprehend the fundamentals of campaign planning.

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7. Learning Area 5. Systems Integration At The Operational Level Of War. Students will know of the systems and understand the processes supporting 21st century battlespace and how they are integrated to achieve operational-level joint force missions.

- a. Comprehend the relationship between the concepts of the Revolution in Military Affairs (RMA) and the Military Technological Revolution (MTR).
- b. Understand how command, control, communications, computers, intelligence, surveillance, and reconnaissance (C4ISR) systems apply at all levels of war.
- c. Comprehend how joint and Service systems are integrated at the operational level of war.
- d. Understand that opportunities and vulnerabilities are created by increased reliance on technology throughout the range of military operations.

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APPENDIX C TO ENCLOSURE C

SERVICE SENIOR-LEVEL COLLEGE  
LEARNING AREAS AND OBJECTIVES

1. Overview. Service SLCs focus on national military strategy as derived from national security strategy and policy, and its impact on force readiness, theater strategy, and campaigning.
2. Mission. Although each Service SLC mission is unique, a fundamental objective of each is to prepare future military and civilian leaders for high-level policy, command, and staff responsibilities by educating them in the diplomatic, economic, military, and informational dimensions of the strategic security environment and the effect of those dimensions on strategy formulation, implementation, and campaigning.
3. Learning Area 1. National Security Strategy. This area provides the student with an understanding of the art and science of developing, applying, and coordinating the instruments of national power to secure national security objectives. The following learning objectives further define JPME efforts in this area.
  - a. Understand the historical basis for the current US Defense Establishment; its structure, policies, and strategies.
  - b. Understand the process by which military advice is provided to the NCA and the NSC for development into national strategic direction and endstate for transmission to combatant commanders.
  - c. Understand how to formulate national security direction and a strategic endstate, in terms of the instruments of national power, so that combatant commanders can determine the military endstate to achieve the national security objectives.
  - d. Understand the organizational and political influences to include cabinet-level departments, Congress, NSC, DOD agencies, the media, and public opinion on the development of national security strategy and strategic decision making.
  - e. Understand how the NCA performs its crisis action role of coordinating US interagency and multinational participation in support of a crisis situation.
4. Learning Area 2. National Planning Systems and Processes. This area provides the student with an understanding of the systems and processes by which national ends, ways, and means are reconciled, integrated, and applied. Students will learn how

time, coordination, policy, politics, doctrine, and national power all impact the planning process. The following learning objectives further define JPME efforts in this area.

- a. Understand how national security and military strategic direction are integrated into defense policy, Service programs, and the DOD budget using current national systems and processes.
- b. Demonstrate an ability to develop national military direction for the combatant commanders in the context of the Joint Strategic Planning System (JSPS).
- c. Apply the strategic estimate processes in the development of national planning system products.
- d. Prepare joint plans using Joint Operation Planning and Execution System (JOPEs) processes and products.
- e. Understand the joint doctrine development process, how the fundamentals and principles of joint doctrine are formulated and their relationship to Service doctrine.

5. Learning Area 3. National Military Strategy and Organization. This area provides the student with an understanding of the art and science of developing, deploying, employing, and sustaining the military resources of a nation, in concert with other instruments of national power, to attain national security objectives. The following learning objectives further define JPME efforts in this area.

- a. Analyze the relationships and functions of the NCA, CJCS, CINCs, Secretaries of the Military Departments, and the Chiefs of the Services.
- b. Translate national security objectives, guidance, and strategic endstate into national military objectives, guidance, and endstate.
- c. Understand the impact of political, economic, and information factors on the selection of national military objectives.
- d. Apply an understanding of US military force structure, its capabilities and limitations, and required theater coordination through exercises and wargaming.

6. Learning Area 4. Theater Strategy and Campaigning. This area provides the student with an understanding of how joint, unified, and multinational campaigns and operations support national objectives. It examines the relationships among the national strategic, theater strategic, and operational levels of

war. The following learning objectives further define JPME efforts in this area.

- a. Translate national security and military direction into development of theater strategies, and strategies of supporting combatant commanders, for use in the geographic areas of responsibility (AORs) identified in the Unified Command Plan (UCP).
- b. Translate national military objectives, guidance, and theater strategies into theater strategic guidance, objectives, and operational focus in theater campaign plans.
- c. Develop a geographic combatant commander's strategic concepts of operations and logistics of the theater campaign plan.
- d. Understand the fundamentals, considerations, and design elements of campaign planning including integration of unified, joint, and multinational forces into theater and subordinate campaign plans.
- e. Understand the relationships among theater functional areas such as force requirements and readiness, allied relations, C4I, movement and maneuver, firepower, protection, and sustainment.
- f. Understand theater command and control relationships, with special emphasis on the functions and use of a JTF.
- g. Use current joint and Service doctrine to develop theater-level and subordinate campaign plans that require employment of joint and multinational forces, and coordination with interagency and non-governmental organizations.

7. Learning Area 5. Systems Integration In 21st Century Battlespace. This area provides the student with an understanding of the integration of joint and Service systems supporting military operations at the strategic level of war. The following learning objectives further define JPME efforts in this area.

- a. Assess joint and Service efforts incorporating the RMA and the MTR in 21st century battlespace.
- b. Evaluate the strengths and weaknesses of current and future battlespace systems at the strategic level of war.
- c. Understand how joint and Service battlespace systems are integrated in support of theater strategies and campaigning.

d. Comprehend the challenges facing a joint and multi-national force in incorporating 21st century battlespace and commercial systems throughout the range of military operations.

APPENDIX D TO ENCLOSURE C

NATIONAL WAR COLLEGE  
LEARNING AREAS AND OBJECTIVES

1. Overview. NWC's curriculum focuses on national security strategy.

a. The NWC mission is to prepare future leaders of the Armed Forces, Department of State, and other civilian agencies for high-level policy, command, and staff responsibilities by conducting a senior-level course of study in national security strategy.

b. NWC conducts its PJE curriculum in the context of its unique educational focus and mission. Viewed in its entirety, the NWC curriculum focuses on understanding and exploiting all the instruments of national power--diplomatic, economic, military, and informational--to protect national interests and achieve national objectives. This focus is inherently joint, interagency, and multinational. NWC's PJE uses history, theory, case studies, and application to meet the learning objectives detailed below. Combined with 10 months' immersion in the fully joint environment and orientation of the entire NWC program, NWC's PJE curriculum produces JSO-qualified graduates with thoroughly joint perspectives and a distinct understanding of joint matters at national levels.

2. Learning Area 1. National Security Strategy. This area provides the student with an understanding of the art and science of developing, applying, and coordinating the instruments of national power to secure national security objectives. The following learning objectives further define JPME efforts in this area.

a. Comprehend the national security policy process, and demonstrate the ability to craft national security objectives and formulate national security strategy.

b. Analyze the interrelationships among ends, means, and ways in national security strategic thought and the use of all the instruments of national power to achieve national security objectives.

c. Assess US interests and goals toward major regions and nations, to include identifying political, social, economic, cultural, and historical trends and issues in key regions and nations, and analyzing opportunities, challenges, and threats.

- d. Evaluate US national security policies and strategy and develop recommendations for various national security issues.

3. Learning Area 2. National Planning Systems and Processes. This area provides the student with an understanding of the systems and processes by which national ends, ways, and means are reconciled, integrated, and applied. Students will learn how such strategic factors as time, coordination, policy, politics, doctrine and national power all impact the planning process. The following learning objectives further define JPME efforts in this area.

- a. Analyze the bureaucratic process within which national security policy decisions are made in the United States, particularly the constitutionally mandated checks and balances in national security policy matters between the legislative and executive branches.
- b. Demonstrate a thoroughly joint perspective and comprehension of the synergies derived from joint, interagency and multinational action in the planning, organizing, and executing of strategic-level national security operations.
- c. Analyze the fundamental tenets of US joint doctrine, and apply those tenets in the planning, organizing, and executing of strategic-level military operations.
- d. Analyze the key factors affecting development of strategic plans for national security operations, and use defense and joint planning processes in the formulation or assessment of national strategies.

4. Learning Area 3. National Military Strategy and Organization. This area provides the student with an understanding of the art and science of developing, deploying, employing, and sustaining the military resources of a nation, in concert with other elements of national power, to attain national security objectives. The following learning objectives further define JPME efforts in this area.

- a. Comprehend the limitations and capabilities of military power as an instrument of policy, and analyze classical theoretical concepts for the strategic employment of military power in support of national policy objectives.
- b. Analyze issues of defense policy and national military strategy such as assessment of threat, formulation of strategic military objectives, definition of termination scenarios, determination of total force requirements, allocation of resources, and development of concepts of operations.

c. Comprehend defense and joint planning processes, and demonstrate the ability to develop a fiscally constrained national military strategy, as well as to program forces and supporting resources to fulfill that strategy.

d. Comprehend the capabilities and limitations of the forces available to joint force commanders, to include joint command structures and communication processes.

5. Learning Area 4. Theater Strategy and Campaigning. This area provides the student with an understanding of how joint, unified, and multinational campaigns and operations support national objectives. It examines the relationships among the national strategic, theater strategic, and operational levels of war. The following learning objectives further define JPME efforts in this area.

a. Analyze the employment of unified and joint forces in historical and future campaigns.

b. Apply operational art in the formulation or assessment of theater strategies and campaign plans that define an appropriate military objective, orchestrate employment of the available forces, sequence operations, and integrate functional areas (e.g., C4I, logistics, and operations).

c. Assess the unfolding implementation of strategic-level military operations and adjust and redirect efforts as needed.

6. Learning Area 5. Systems Integration In 21st Century Battlespace. This area provides the student with an understanding of the integration of joint and Service systems supporting military operations at the strategic level of war. The following learning objectives further define JPME efforts in this area.

a. Analyze the implications of emerging technological, organizational, and doctrinal developments for the design and execution of national security strategy.

b. Examine and assess current and future joint and Service systems and their integration as they affect the future of conflict at the strategic level.

c. Comprehend the challenges facing a joint and multinational force in exploiting 21st century battlespace and commercial systems to advance national security strategy.

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PART II

DEFINITIONS

accreditation. The granting of approval to an institution of learning by the Chairman of the Joint Chiefs of Staff after the school has satisfied the requirements specified in the PAJE.

battlespace. An updated description of today's multidimensional battlefield.

certification. An initial assessment of an institution as to whether it meets PJE requirements. Certification provisionally accredits a program for 2 years or until a full accreditation occurs.

education. The instruction of individuals in subjects that enhance general knowledge levels. (*Joint Training Policy*)

faculty. Members of an educational institution who teach, conduct research, or prepare or design curricula.

instruments of national power. Drawn from the definition of strategy (reference g), these include the broad categories of diplomatic, economic, military, and informational.

intermediate-level college. A formal, intermediate-level Service college; includes institutions commonly referred to as intermediate Service colleges, intermediate-level schools, intermediate Service schools, or military education level-4 producers.

joint duty assignment. "An assignment to a designated position in a multinational command or activity or a multi-Service command or activity that is involved in the integrated employment or support of the land, sea, and air forces of at least two of the three Military Departments. . . ." (*JCS Admin Pub 1.2, Joint Officer Management*)

Joint Duty Assignment List. Positions designated as joint duty assignments are reflected in a list approved by the Secretary of Defense and maintained by the Joint Staff. . . . Also called JDAL. (*Joint Pub 1-02*)

Joint Education Electives Program. The Joint Education Electives Program is currently a part of the Naval Postgraduate School's

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\* Unless identified as extracted from Joint Pub 1-02, these definitions are not standardized within the Department of Defense and are applicable only within the context of this instruction.

National Security Affairs Department. Selected graduates of this department's curriculum, who also complete the Joint Education Electives Program, meet PJE phase I ILC requirements for JSO education.

joint force. A general term applied to a force composed of significant elements, assigned or attached, of the Army, the Navy or the Marine Corps, and the Air Force, or two or more of these Services, operating under a single commander authorized to exercise operational control. (*Joint Pub 1-02*) In this instruction, joint forces include any combination of air, land, sea, space, special operations forces, and command and control warfare assets.

joint matters. Matters relating to the integrated employment of land, sea, and air forces, including matters relating to national military strategy, strategic and contingency planning, and command and control of combat operations under a unified command. (*Joint Pub 1-02*)

Joint Professional Military Education (JPME). JPME is that portion of PME concentrating on the instruction of joint matters.

Joint Professional Military Education Schools. The component colleges of NDU (NWC, ICAF, and AFSC) are identified by law as JPME schools and are fully joint in mission, composition, and organization. Service PME schools also provide JPME.

joint school or course. A school or course of instruction based on joint doctrine with students and faculty from two or more Services.

Joint Specialty Officer. An officer designated by the Secretary of Defense, with the advice and assistance of the Chairman of the Joint Chiefs of Staff, who is educated and experienced in the employment, deployment, and support of unified and combined forces to achieve national security objectives. (*DOD Joint Officer Management publications*)

Military Education Coordination Conference (MECC). A semiannual conference of flag-level representatives from the PME community, the CINC's, the Joint Staff, the Services, and OSD to address educational issues of mutual concern.

Military Education Coordination Conference Working Group. A meeting attended by planners and action officers (typically O-5s/O-6s and civilian counterparts) from MECC member staffs and invited representatives. Their primary function is coordination of MECC agenda items.

National Command Authorities. The President and the Secretary of Defense or their duly deputized alternates or successors. Also called NCA. (*Joint Pub 1-02*)

national military strategy. The art and science of distributing and applying the military to attain the national objectives in peace and war. (Joint Pub 1-02)

national security strategy. The art and science of developing, applying, and coordinating the instruments of national power (diplomatic, economic, military, and informational) to achieve objectives that contribute to national security. Also called national strategy or grand strategy. (Joint Pub 1-02)

operational art. The employment of military forces to attain strategic and/or operational objectives through the design, organization, integration, and conduct of strategies, campaigns, major operations, and battles. Operational art translates the joint force commander's strategy into operational design, and ultimately, tactical action, by integrating the key activities at all levels of war. (Joint Pub 1-02)

operational level of war. The level of war at which campaigns and major operations are planned, conducted, and sustained to accomplish strategic objectives within theaters or areas of operations. Activities at this level link tactics and strategy by establishing operational objectives needed to accomplish the strategic objectives, sequencing events to achieve the operational objectives, initiating actions, and applying resources to bring about and sustain these events. These activities imply a broader dimension of time or space than do tactics; they ensure the logistic and administrative support of tactical forces, and provide the means by which tactical successes are exploited to achieve strategic objectives. (Joint Pub 1-02)

pedagogy. The theory and practice of teaching; the art, science, and profession of instructional planning and delivery; the study and application of the psychology of learning.

PJE Phases. A two-level JPME qualification for students attending Service colleges used to meet the educational requirements for JSOs.

a. PJE Phase I. A first phase of PJE is incorporated into the curricula of intermediate- and senior-level Service colleges and other appropriate educational programs, which meet PJE criteria and are accredited by the Chairman of the Joint Chiefs of Staff.

b. PJE Phase II. A follow-on second phase of PJE for selected graduates of Service schools and other appropriate education programs complements and enhances Phase I instruction. This phase is taught at AFSC to both intermediate- and senior-level students and completes their educational requirement for JSO qualification.

Process for Accreditation of Joint Education. A CJCS-approved process for assessing an educational institution's conduct of the PJE.

professional military education. The systematic instruction of professionals in subjects which will enhance their knowledge of the science and art of war.

Program for Joint Education. A CJCS-approved body of objectives, policies, procedures, and standards supporting JPME requirements for JSO qualification. Also known as PJE.

range of military operations. A term used in Joint Pub 3-0, it consists of two broad categories -- war and military operations other than war. Command and control warfare is part of the range of military operations. See Joint Pub 3-0 for examples of the activities grouped under this definition.

reaffirmation. A follow-on accreditation review of an institution to determine whether it continues to meet PAJE standards. Reaffirmation is usually conducted five years after initial accreditation.

Reserve Components. Reserve Components of the Armed Forces of the United States are: a. the Army National Guard of the United States; b. the Army Reserve; c. the Naval Reserve; d. the Marine Corps Reserve; e. the Air National Guard of the United States; f. the Air Force Reserve; and g. the Coast Guard Reserve. (Joint Pub 1-02)

Senior Acquisition Course. A course conducted by ICAF as a consortium member of the Defense Acquisition University. Students completing this course are considered graduates of both the course and ICAF.

senior-level college. A formal, senior-level Service or NDU college; includes institutions commonly referred to as top-level schools, senior Service colleges, senior Service schools, or military education level-1 producers.

strategic level of war. The level of war at which a nation, often as a member of a group of nations, determines national or multinational (alliance or coalition) security objectives and guidance, and develops and uses national resources to accomplish these objectives. Activities at this level establish national and multinational military objectives; sequence initiatives; define limits and assess risks for the use of military and other instruments of national power; develop global or theater war plans to achieve those objectives; and provide military forces and other capabilities in accordance with the strategic plans. (Joint Pub 1-02)

tactical level of war. The level of war at which battles and engagements are planned and executed to accomplish military objectives assigned to tactical units or task forces. Activities at this level focus on the ordered arrangement and maneuver of combat elements in relation to each other and to the enemy to achieve combat objectives. (Joint Pub 1-02)

taxonomy. Any classification scheme. As used in an educational context, it is a method of classifying learning behaviors in a hierarchy.

Taxonomy of the Affective Domain. A widely used categorization of attitude level development and value formation. The attitude levels in this taxonomy are **receiving** (listening passively but attentively); **responding** (complying with expectations and actively participating); **valuing** (accepting the importance of a specific attitude, voluntarily behaving); **organization** (synthesizing attitudes and beliefs into a system of values); and **characterization** (following a life style based on a coherent value system). (Reference 1)

Title IV. The Department of Defense Reorganization Act of 1986 (P.L. 99-433), also known as the Goldwater-Nichols Act, has six titles. Title IV of the act established joint officer personnel policies, including statutory requirements for the education and assignment of JSOs. Provisions of title IV are codified in Chapter 38 of title 10, USC, sections 661-668.

Title 10 Hiring Authority. As used in this document, a shorthand term for the authority of the Secretary of Defense to use personal services contracts to hire civilians for NDU faculties and the authority of the Secretaries of the Military Departments to use personal services contracts to hire civilians for the faculties of certain Service colleges.

training. The preparation of individuals or units to perform specific functions, tasks, or missions. Training encompasses a variety of techniques, ranging from classroom instruction to major field exercises. (Joint Training Policy)

Universal Joint Task List. A comprehensive hierarchical listing of tasks that can be performed by a joint military force. It serves as a common language and reference system for joint force commanders, doctrine writers, combat developers, and trainers. The UJTL provides a basis for describing joint requirements, doctrine, capabilities, and combat activities. (Joint Staff Manual 3500.4)

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APPENDIX E TO ENCLOSURE C

INDUSTRIAL COLLEGE OF THE ARMED FORCES  
LEARNING AREAS AND OBJECTIVES

1. Overview. ICAF studies national security resources, the resource component of national power, and its integration into national security strategy.
2. Mission. The ICAF mission is to prepare selected military officers and civilians for senior leadership and staff positions by conducting postgraduate executive-level courses of study and associated research dealing with the resource component of national power, with special emphasis on materiel acquisition and joint logistics and their integration into national security strategy for peace and war.
3. Learning Area 1. National Security Strategy. This area provides the student with an understanding of the art and science of developing, applying, and coordinating the instruments of national power to secure national security objectives. The following learning objectives further define JPME efforts in this area.
  - a. Internalize a thoroughly joint and interagency perspective as an element of personal professional development.
  - b. Understand how enduring American principles affect our strategic thinking.
  - c. Understand the nature of the ever changing domestic environment and international security environment.
  - d. Analyze the national security decision making system and the national security policy formulation process and analyze how effectively they establish and achieve US national security objectives.
  - e. Analyze and evaluate national security organization, strategy, and the instruments of national power, in joint, interagency, and multinational situations, to achieve US objectives in peace and war.
  - f. Analyze and evaluate the advantages of joint and interagency action to planning, organizing and executing national security strategies.
  - g. Be able to craft national security strategies, with emphasis on the resources component in peace and war.

h. Develop and evaluate regional security policy options that integrate the instruments of national power in support of the national security strategy.

i. Evaluate the capabilities and vulnerabilities of US industry and infrastructure to support national security strategy and provide insight from that evaluation regarding industrial and infrastructure vulnerabilities of potential adversaries.

j. Evaluate the impact of defense materiel acquisition policies on the US economy and the industrial base.

k. Apply lessons learned from history to the instruments of national power, with emphasis on the resources component in peace and war.

l. Apply understanding of regional security policy as an element of national security strategy.

4. Learning Area 2. National Planning Systems and Processes. This area provides the student with an understanding of the systems and processes by which national ends, ways, and means are reconciled, integrated, and applied. Students will learn how such strategic factors as time, coordination, policy, politics, doctrine, and national power all impact the planning process. The following learning objectives further define JPME efforts in this area.

a. Demonstrate the ability to estimate a strategic situation, to include political, diplomatic, military, economic, and resource considerations.

b. Demonstrate a comprehension of strategic decision making and defense planning processes, with emphasis on military resource requirements, in support of US national military strategy in peace and war.

c. Demonstrate an understanding of the resource needs, both national and international, for national defense and the processes, including mobilization and materiel acquisition, for converting resources into US military capabilities.

d. Apply an understanding of the principles of joint military doctrine, with emphasis on the resources component in peace and war.

5. Learning Area 3. National Military Strategy and Organization. This area provides the student with an understanding of the art and science of developing, deploying, employing, and sustaining the military resources of a nation, in concert with other elements of national power, to attain national security



objectives. The following learning objectives further define JPME efforts in this area.

- a. Analyze and evaluate the advantages derived from joint action to planning, budgeting, organizing, and executing national military strategies.
  - b. Be able to craft national military strategies, with emphasis on logistic requirements, across the range of military operations.
  - c. Demonstrate an understanding of the force structure, capabilities, and limitations of US military forces.
  - d. Apply an understanding of regional security policy options that integrate the instruments of national power in support of the national military strategy.
6. Learning Area 4. Theater Strategy and Campaigning. This area provides the student with an understanding of how joint, unified, and multinational campaigns and operations support national objectives. It examines the relationships among the national strategic, theater strategic, and operational levels of war. The following learning objectives further define JPME efforts in this area.
- a. Be able to craft joint theater strategies to meet national strategic goals, with emphasis on logistic requirements, across the range of military operations.
  - b. Apply an understanding of the CINC's perspective of resources requirements to support campaign plans, to include mobilization, deployment, and sustainability.
7. Learning Area 5. Systems Integration In 21st Century Battlespace. This area provides the student with an understanding of the integration of joint and Service systems supporting military operations at the strategic level of war. The following learning objectives further define JPME efforts in this area.
- a. Analyze the national, Service, and joint efforts in the RMA and the MTR and their impact on 21st century battlespace.
  - b. Evaluate the strengths and weaknesses of existing and planned battlespace systems for the strategic, operational, and tactical levels of war.
  - c. Assess how well theater and joint force commanders have done in integrating various battlespace systems in support of theater strategies and campaigns.

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d. Describe the battlespace systems challenges facing a joint force commander in multinational operations now and in the future across the range of military operations.

APPENDIX F TO ENCLOSURE C

ARMED FORCES STAFF COLLEGE  
LEARNING OBJECTIVES

1. Overview. AFSC is a JPME institution composed of three unique schools and a refresher course: the Joint and Combined Staff Officer School (JCSOS); the Joint and Combined Warfighting School (JCWS); the Joint Command, Control, and Electronic Warfare School (JC2EWS); and the Joint Transition Course. JCSOS and JCWS provide PJE Phase II at the intermediate and senior levels, respectively, for officers expected to be nominated for joint specialty assignments. JC2EWS prepares officers and civilians in the specialized fields of joint command, control, communications, computers, and intelligence (C4I), joint electronic warfare (EW), and joint command and control warfare (C2W). The Joint Transition Course offers a brief refresher course for officers entering PJE Phase II on direct entry waivers. JC2EWS and the Joint Transition Course are not addressed further in this instruction.

a. The mission of AFSC is to educate staff officers and other leaders in joint and combined operational planning and warfighting to instill a primary commitment to joint teamwork, attitudes, and perspective.

b. AFSC instructs students on the integrated strategic deployment, employment, and sustainment of joint forces. The college accomplishes this through exercises and case studies in a joint seminar environment. Joint education at AFSC occurs as a result of mutual understanding and rapport that develops when students from all Services share and challenge the ideas, values, and traditions of their Services and solve joint military problems together.

c. The objective of the Phase II program at AFSC is to build on the foundation established at the PJE Phase I institutions. In addition, the intense faculty and student interaction in the fully joint environment on the AFSC campus cements professional joint attitudes and perspectives essential to future successful military operations.

2. Learning Objectives

a. Analyze the complexities of assessing and synthesizing theater strategy and coordinating joint, interagency, and multinational resources during strategy execution.

b. Apply joint principles and lessons learned from past operations and campaigns in employing unified and joint forces throughout the range of military operations.

c. Design and apply appropriate organizational and command relationships for unified commands, and joint and multinational task forces.

d. Analyze the complexities of integrating battlespace systems supporting joint and multinational forces.

e. Understand and apply the processes and principles of joint planning systems that affect unified, joint, and multinational operations.

f. Apply appropriate problem solving techniques using current joint planning technology to accomplish concept, force, and support planning; transportation assessment; and wargaming.

g. Demonstrate an ability to create and brief campaign plans, joint operation plans, and operation orders.

h. Analyze the role that effective C4I plays in joint operation planning.

i. Demonstrate a thoroughly joint perspective and comprehension of the increased power available to commanders through joint efforts and teamwork.

APPENDIX G TO ENCLOSURE C

GENERAL/FLAG OFFICER  
LEARNING OBJECTIVES

1. Overview. The focus of G/FO curricula is on the highest levels of strategy.
2. Mission. The mission of G/FO courses is for participants to review how the elements of national power are integrated to achieve national security objectives.
3. Learning Objectives. The overall objectives of G/FO education are listed below.
  - a. Examine key aspects of unified, joint, and multinational operations.
  - b. Examine key aspects of the national security environment, the intelligence support structure, joint and Service doctrines and capabilities, integration of battlespace systems, joint and combined operational concepts, and planning processes.
  - c. Examine force acquisition issues, current defense programs, industrial base issues and concepts, and their implications in the conduct of unified, joint, and multinational operations.
  - d. Integrate and synchronize national military strategy with national security strategy and policy.
  - e. Examine the relationship between Congress and the military, principal military-related congressional committees, and legislative liaison and testimony procedures.

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ENCLOSURE D

THE PROGRAM FOR THE  
PROCESS FOR ACCREDITATION OF JOINT EDUCATION

1. Overview. This enclosure details the charter and guidelines for preparation and conduct of the Process for Accreditation of Joint Education (PAJE). The provisions of this enclosure apply to both PAJE accreditation and certification reviews. Appendix B provides guidelines for conduct of the PAJE. Appendix C provides procedures for PAJE self-study methodology.

2. Purpose. The PAJE serves two purposes: oversight and evaluation. Through the PAJE, the Chairman of the Joint Chiefs of Staff complies with statutory responsibilities for oversight of the joint educational system. The PAJE also serves as a method for improving schools' execution of the PJE through periodic self-study and PAJE team assessment. The PAJE is not intended to be a detailed inspection of schools' programs. It is an opportunity for a balanced team of peers and experts to assure the Chairman of the Joint Chiefs of Staff that each school properly executes the PJE and to offer the school the benefit of the team's findings and recommendations.

3. Certification, Accreditation, and Reaffirmation

a. Background

(1) The PAJE process is generally guided by accepted civilian accreditation standards and practices tailored to the needs of the JPME system.

(2) Institutions providing JPME differ from civilian universities in at least two significant ways:

(a) Underlying Theme of the Subject Matter. JPME addresses the diplomatic, economic, military, and informational dimensions of national security with special emphasis on planning and conducting activities throughout the range of military operations.

(b) Learning Environment. Institutions conducting JPME bring together a faculty and student body of professional military officers and DOD personnel who have significant experience in the major disciplines taught at the colleges. Also, these institutions have access to and use classified information and wargaming facilities not available to civilian universities.

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b. Certification. Certification recognizes new or significantly modified programs that demonstrate the efficacy of the PJE and partially satisfy the conditions and principles prescribed in the PAJE. Graduates of certified programs receive PJE Phase I, and as appropriate, Phase II credit.

c. Accreditation. Accreditation is a peer review process and best accomplished by individuals with an in-depth understanding of the PJE subject matter and the environment at the intermediate and senior PME institutions. Consequently, representatives (military and civilian) of the Services, Joint Staff, and NDU directly involved in JPME conduct the PAJE. Despite the PAJE team's unique composition, its concept and practice are common to all academic accreditation systems--to strengthen and sustain professional education.

(1) An accreditation review will occur within 2 years following certification.

(2) Certified programs failing to meet accreditation standards and principles will be decertified.

d. Reaffirmation. PAJE reaffirmation of accreditation occurs every 5 years from the date of initial accreditation.



APPENDIX A TO ENCLOSURE D

PAJE CHARTER

1. The PAJE Team performs certification and accreditation functions.
2. The PAJE Team advises the Chairman of the Joint Chiefs of Staff and periodically assesses PME and JPME institutions' incorporation of PJE provisions into their curricula.
3. In keeping with the philosophy of a peer review, team members must be well versed in the PJE learning areas, objectives, criteria, and standards. Whenever possible, the team will be composed of representatives from the same educational level (intermediate or senior) as the institution being assessed. Members of the executive committee and working group must receive PAJE training, sponsored by the Joint Staff (J-7) prior to participating in a certification or accreditation review. OSD, each Service, and NDU will nominate individuals to receive PAJE training and will maintain a cadre of qualified personnel to participate in PAJE accreditation or certification reviews.
4. The Military Education Division, J-7, Joint Staff, will form a team for each PAJE review by soliciting team member nominations from OSD, the Services, and NDU as required. Membership will be tailored to provide the appropriate balance of expertise in the PJE learning areas, objectives, criteria, and standards. The standard PAJE Team composition is depicted below.
  - a. Chairman. Director, Joint Staff.
  - b. Executive Committee
    - (1) The Deputy Director, Joint Staff, for Military Education; also serves as Vice Chairman of the PAJE team.
    - (2) One prominent DOD civilian educator (preferably with military background) with a doctoral degree, experience, and knowledge in civilian accreditation processes and principles.
  - c. Working Group
    - (1) Chief. One officer (O-6) from the Military Education Division, J-7, Joint Staff.
    - (2) Service and NDU Representatives. One officer (preferably an O-6) or civilian equivalent (a staff or faculty member preferably possessing a doctoral degree) from each Service and NDU. Qualified O-5s or civilian

equivalents may be nominated for accreditation visits to ILCs. These representatives will be individuals directly involved in the PJE at a Service or joint PME college. They may not be from the college being assessed.

(3) OSD Representative. One civilian, preferably a GM-15, with a doctoral degree and an educational background.

(4) Executive Assistant. One officer from the Military Education Division, J-7, Joint Staff (nonvoting).

(5) Joint Doctrine Adviser. One officer (O-5 or above) from the Doctrine Division, Joint Warfighting Center (nonvoting).

d. Advisory Support. The PAJE Team will be augmented as required by one or more individuals from the following categories.

(1) Institution Representative. One O-6 from the institution whose program is being evaluated. Participation is limited to providing technical support and the individual will not participate in deliberations regarding the institution's accreditation.

(2) Independent Technical Input. A separate and independent evaluation may be obtained by a contract with a prominent non-DOD civilian educator or member of academia possessing a doctoral degree.

(3) Functional Experts. At the discretion of the PAJE Team Chairman, functional experts from within the Department of Defense may be invited to travel with and provide expertise during PAJE visits.

4. The PAJE Team Chairman recommends to the Chairman of the Joint Chiefs of Staff the certification, accreditation, or reaffirmation (as appropriate) of the PJE at an institution based upon the results of the PAJE Team's review. The Chairman of the Joint Chiefs of Staff is the approval authority for certification and accreditation. The certification, accreditation, or reaffirmation report will be forwarded to the Chief of the Service, or President, NDU, for appropriate action.

APPENDIX B TO ENCLOSURE D

PAJE GUIDELINES

1. Purpose. This appendix outlines the CJCS PAJE criteria and standards applicable to educational institutions implementing a PJE and intending to qualify graduates for JSO nomination. It establishes the standards for the institutional self-study, planning, management, and execution of PJE. It also serves as a guide for PAJE teams and educational institutions seeking CJCS accreditation.

2. Overview. The PAJE Team assesses military educational factors and compliance with PJE requirements common to all PME institutions. The team recognizes the distinct mission of respective PME institutions and evaluates PJE programs within the context of those missions.

3. Certification and Accreditation Scheduling

a. A college may initiate a certification or accreditation request at any time. Requests for reaffirmation should precede the requested visit by at least 6 months. Service and NDU colleges will forward their requests through their respective headquarters. Each request should indicate the specific program(s) for review and a proposed calendar quarter for scheduling the PAJE visit. ILCs should attempt to schedule their nonresident program reviews to coincide with the corresponding resident program review. Requests endorsed by the headquarters will be addressed to the Deputy Director, Joint Staff, for Military Education.

b. The Deputy Director, Joint Staff, for Military Education will visit the school approximately 1 month before the PAJE Team's visit to assess readiness for the PAJE visit.

4. Standards. The following describes standards common to all PME institutions and explains the principles and practices that the Chairman of the Joint Chiefs of Staff considers characteristic of satisfactory resident and nonresident programs. Each standard is described primarily in qualitative terms, since no particular organizational pattern or application strategy applies in all settings. The common standards are:

a. Standard 1. Develop joint awareness, perspective, and attitudes. The Chairman's stated learning areas and objectives for JPME (Enclosure C) are to prepare graduates to operate at appropriate levels of war in a joint environment and to generate quality tactical, operational, and strategic thought from a joint perspective. Institutions' mission, goals, and objectives should reflect joint educational requirements to ensure that students are exposed to appropriate joint attitudes while pursuing the PJE curriculum.

Reference 1 (also see glossary--Taxonomy of the Affective Domain) offers a widely used categorization of attitude level development and value formation that can be used to evaluate institutional effectiveness in performing this function. The goal for PJE is to bring students to the affective domain's valuing level with respect to joint attitudes and perspectives. Course objectives should include the development of joint awareness and attitudes. Student and faculty ratios and student seminar mix should meet specified requirements to ensure a quality joint learning experience. Another effectiveness measure is faculty, staff, and student awareness of the joint mission, goals, and curriculum objectives of the institution.

b. Standard 2. Employ predominately active and highly effective instructional methods for the subject matter and desired level of learning. Active involvement of students in the learning process promotes retention, deeper comprehension, and development of professional attitudes. Student involvement in learning should be encouraged. Methodologies should be appropriate for the domain and desired levels of learning. Courses and lessons should be planned and conducted to motivate learning in all students.

c. Standard 3. Assess student achievement. Each institution should aggressively assess its students' performance and determine the degree to which instructional methods achieve PJE goals and objectives. Educational goals and objectives should be clearly stated, attainable, measurable by defined institutional standards. Assessment tools should relate directly to desired learning outcomes.

d. Standard 4. Support the needs of the joint community. Institutions should conduct surveys of graduates and their supervisors to determine curriculum and instructional effectiveness. Results of these analyses should be used to refine or develop curricula relevant to the requirements of the joint community. Curriculum evolution should reflect changing realities and should be documented.

e. Standard 5. Conduct a quality faculty recruitment, selection, assignment, and performance assessment program. Faculty should have the academic credentials, teaching skills, and experience in joint matters needed to teach the applicable PJE. Faculty roles and responsibilities should be clearly documented. Institutions should hold faculty accountable for clearly defined and measurable performance criteria and standards.

f. Standard 6. Conduct faculty development programs for improving instructional skills and increasing subject matter mastery. Each institution should have a faculty development program to refine teaching skills, encourage thinking, maintain currency in subject areas, and improve instructional

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methods. Policy and manning should provide for research and publication by faculty members. Membership in professional educational or functional associations should be encouraged. Time and funds to attend conferences should be provided to promote academic vigor and allow faculty to acquire state-of-the-art currency in areas of expertise.

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APPENDIX C TO ENCLOSURE D

PAJE SELF-STUDY

1. Introduction. This appendix identifies key issues for inclusion in an accreditation self-study. These issues provide insight into the quality of an educational program. The statements are neither exhaustive nor applicable in all cases. This method highlights key areas of concern in most academic programs and provides a common framework for a self-study.

2. Submission. A self-study report is forwarded from the academic institution seeking certification, accreditation, or reaffirmation directly to the Deputy Director, Joint Staff, for Military Education no later than 6 weeks before the PAJE visit.

3. Administration

a. Institutional Purpose

(1) Provide a copy of your mission statement and other official documents describing the institution's program(s) and reflecting the school's educational philosophy.

(2) Explain how the institution conducts the PJE. If the PJE is embedded in the core curriculum, identify where and how it is integrated.

(3) Identify noteworthy institutional strengths or limitations.

b. Organization

(1) Develop an organizational diagram highlighting those sections directly affecting the PJE (whether the joint educational program is a separate course or integrated into the core curriculum).

(2) Provide a copy of the organizational manual (or school catalog), identifying those billets directly involved with the PJE (whether the program is a separate course or integrated into the core curriculum).

(3) List any planned organizational changes possibly affecting the PJE and explain their planned implementation.

(4) Identify any special committees involved with curriculum review or quality control of the PJE.

(5) Identify organizational strengths or limitations affecting the ability to conduct a high-quality PJE.

#### 4. Operations

##### a. Academic Program

(1) List any courses offered by the school that meet PJE objectives (the primary learning areas and levels of learning specified in Enclosure C). Provide a copy of the course syllabus and a rationale for course sequencing.

(2) Describe the student body composition (Service, grade, average time in Service, level of civilian and military schooling).

(3) List any major changes planned for current course(s) and explain their effect on the PJE.

(4) Identify the process used to ensure changes in joint doctrine and joint tactics, techniques, and procedures are incorporated into the curriculum.

(5) Identify the criteria used for student mixes within seminars. Identify the military student mix by Service, grade, and specialty code.

(6) Provide a list of guest speakers and lecturers, and identify subject areas for their presentations. Explain how their presentations support PJE learning objectives.

(7) Identify noteworthy academic strengths or limitations affecting the PJE.

##### b. Academic Evaluation and Quality Control

(1) Explain how the school evaluates students' success in attaining the PJE goals and the objectives specified in Enclosure C. Describe the total evaluation program (including grading procedures and assessment of instructional quality).

(2) Explain the procedures used to ensure instruction standardization and evaluation among seminars. Provide an example of a typical lesson plan or adviser's guide used by seminar advisers.

(3) List the remedial programs or assistance provided for students experiencing difficulty completing course work satisfactorily.

(4) Describe how program deficiencies are identified and required instructional or curriculum modifications are coordinated. Explain how this affects the PJE.



(5) Provide a copy of instruments used to conduct follow-up surveys of graduates and their supervisors. Identify any established procedure ensuring data obtained is used to modify the curriculum in relation to graduates' performance in the field.

(6) Identify noteworthy strengths or limitations in evaluation and quality control systems.

c. Faculty

(1) List faculty selection criteria and procedures.

(2) Describe the military faculty mix by Service.

(3) Identify the faculty qualifications and determine if they have appropriate credentials and experience. Provide a listing of faculty members with any involvement with the PJE, including their area of expertise, degree level, military education, and operational background.

(4) Identify faculty and student ratios for the institution and explain how these figures were computed.

(5) Identify orientation, training, and updating procedures established for faculty and staff members involved in PJE administration and instruction.

(6) Identify faculty development programs available for improving instructional skills and increasing subject matter mastery as specified in Appendix B to Enclosure D.

(7) List noteworthy faculty strengths or limitations. Identify problems, if any, in obtaining the desired quality faculty members.

d. Instructional Climate

(1) Explain how the institution ensures academic freedom, faculty and student inquiry, and open exploration of ideas.

(2) List active and passive learning methods used by the institution and the percentage of time students are involved in each.

(3) Describe how the institution approaches the PJE goals of joint awareness and joint perspective. Explain what activities are used and describe how progress in this area is assessed.

(4) Identify student counseling and academic advisory services available to the students.

5. Academic Support

a. Library

(1) List library resources available to students and provide examples of types of materials directly supporting PJE course requirements. Comment on availability and completeness of joint publications library, Joint Electronics Library System, and Joint Universal Lessons Learned System.

(2) Identify noteworthy strengths or limitations in library services.

b. Physical Resources

(1) Describe the adequacy of the institution's physical facilities for the number of students, course offerings, faculty members, and other academic requirements.

(2) Describe the accessibility of technology and course material development resources.

(3) Identify noteworthy strengths or limitations in physical facilities.

c. Financial Resources

(1) Identify sources of financial support to the institution. Describe the adequacy of these resources to support PJE curriculum development and course execution.

(2) Identify resource shortfalls affecting academic programs and explain how they affect the PJE.

(3) List any projected changes in resource allocations affecting the PJE.

ENCLOSURE E

REFERENCES

- a. Title 10, USC, section 153
- b. Title 10, USC, section 663
- c. DOD Manual 8910.01, November 1986, "DOD Procedures for Management of Information Requirements"
- d. CJCSM 3500.04, 15 May 1995, "Universal Joint Task List, Version 2.1"
- e. Joint Pub 1, 10 January 1995, "Joint Warfare of the Armed Forces of the United States"
- f. Joint Pub 1-02, 23 March 1994, "Department of Defense Dictionary of Military and Associated Terms"
- g. Joint Pub 3-0, 1 February 1995, "Doctrine for Joint Operations"
- h. DODD 1300.XX, "Joint Officer Management Program"
- i. 1996 Defense Appropriations Act, section 8084
- j. Deputy Secretary of Defense memorandum, 21 May 1987, "Title IV DOD Reorganization Act of 1986."
- k. Bloom, B.S., et al. *Taxonomy of Educational Objectives: Handbook I, Cognitive Domain*. 1956
- l. Krathwohl, D.R., et al. *Taxonomy of Educational Objectives: Handbook II, Affective Domain*. 1964

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PART I

ABBREVIATIONS AND ACRONYMS

ACSC	Air Command and Staff College
AFSC	Armed Forces Staff College
AOR	Area of Responsibility
AWC	Air War College
C2W	command and control warfare
C4I	command, control, communications, computers, and intelligence
C4ISR	command, control, communications, computers, intelligence, surveillance, and reconnaissance
CINC	commander of a combatant command, commander in chief
CNCS	College of Naval Command and Staff
CNW	College of Naval Warfare
EW	electronic warfare
GNA	Goldwater-Nichols DOD Reorganization Act of 1986
G/FO	general/flag officer
HASC	House Armed Services Committee
ICAF	Industrial College of the Armed Forces
ILC	intermediate-level college
IRM	information resources management
IRMC	Information Resources Management College
J-1	Directorate for Manpower and Personnel, Joint Staff
J-7	Directorate for Operational Plans and Interoperability, Joint Staff
JC2EWS	Joint Command, Control, and Electronic Warfare School
JCS	Joint Chiefs of Staff
JCSOS	Joint and Combined Staff Officer School
JCWS	Joint and Combined Warfighting School
JDA	joint duty assignment
JDAL	Joint Duty Assignment List
JEEP	Joint Education Electives Program
JFC	Joint Force Commander
JOPES	Joint Operation Planning and Execution System
JPME	Joint Professional Military Education
JROC	Joint Requirements Oversight Council
JSO	Joint Specialty Officer
JSPS	Joint Strategic Planning System
JTF	joint task force

JV 2010	Joint Vision 2010
JWCA	Joint Warfighting Capability Assessment
MCCSC	Marine Corps Command and Staff College
MCWAR	Marine Corps War College
MECC	Military Education Coordination Conference
MTR	Military Technological Revolution
NCA	National Command Authorities
NDU	National Defense University
NPS	Naval Postgraduate School
NSC	National Security Council
NWC	National War College
OCS	Officer Candidate School
OPMEP	Officer Professional Military Education Policy
OTS	Officer Training School
PAJE	Process for Accreditation of Joint Education
PJE	Program for Joint Education
PME	professional military education
RMA	Revolution in Military Affairs
ROTC	Reserve Officer Training Corps
SAE	special area of emphasis
SLC	senior-level college
UCP	Unified Command Plan
UJTL	Universal Joint Task List
USAWC	US Army War College
USACGSC	US Army Command and General Staff College